

KS3 and 4

All students from Year 7 through to Year 11 will encounter the following assessment opportunities:

End of Topic Tests (EOTTs):

- a. Each topic/module will conclude with an EOTT. This will be **printed on green paper**.
- b. EOTTs will be **marked by staff** members in **green pen**, and scores will be recorded and monitored by staff. Staff will provide further written guidance where appropriate on these tests in order to help students reflect on areas of strength and areas of weakness.
- c. Whole class feedback will be provided at an appropriate time during a lesson. The specific questions addressed during the feedback session may vary depending on the performance of students in each class. **Students** will be given the opportunity to correct any mistakes made on the test, based on the feedback received, and should do so in **purple pen**.
- d. Students may also be set further tasks to complete as an “**action**” to their feedback; these can be completed either within an allocated period of time during a lesson, or at home, as directed by staff. These **action tasks** will be **printed on purple paper** and should also be completed by the student in purple pen.
- e. Once corrections have been made and action tasks completed, the EOTT papers and action tasks will be tagged into students' books for reference and to aid with revision.

Progress Monitoring Tasks (PMTs):

- a. Any topics or modules that span over a longer period of time will include PMTs. These may be in the form of;
 - Exit tickets
 - A short combination of topic-relevant exam questions
 - Written homework tasks(note: this list is not exhaustive)
PMTs will be **printed on green paper**.
- b. PMTs will be **marked by staff** members in **green pen**, and performance will be recorded and monitored by staff. Staff may provide further written guidance where appropriate on these tests in order to help students reflect on areas of strength and areas of weakness.
- c. Whole class feedback will be provided at an appropriate time during a lesson. The specific questions addressed during the feedback session may vary depending on the performance of students in each class. **Students** will be given the opportunity to correct any mistakes made on the PMT, based on the feedback received, and should do so in **purple pen**.

- d. Students may also be set further tasks to complete as an “action” to their feedback; these can be completed either within an allocated period of time during a lesson, or at home, as directed by staff. These **action tasks** will be **printed on purple paper** and should also be completed by the student in purple pen.
- e. Once corrections have been made and action tasks completed, the PMTs and action tasks will be stuck into students' books for reference and to aid with revision.

Interim* Assessments:

- a. During the 3 interim data collection windows, we arrange for students to sit a longer and more comprehensive assessment. These assessments will cover a broader range of content and skills learnt during the respective periods.
- b. Interims will be **marked by staff** members in **green pen**, and marks obtained in interim assessments will be recorded and monitored by staff.
- c. The data that is collected during these assessments provides a heavy influence on the discussions we have with parents and Heads of Year surrounding a student's progress across the year. Performance in these assessments may also result in a group / set change should staff feel this is appropriate to continue to support the progress of a student. Parents will be contacted should this situation arise.
- d. Following an interim assessment, students will be provided with a bespoke feedback sheet consisting of a question/topic level breakdown that will highlight their strengths and weaknesses.
- e. Whole class feedback will be provided at an appropriate time during a lesson. The specific questions addressed during the feedback session may vary depending on the performance of students in each class. **Students** will be given the opportunity to correct any mistakes made on the test, based on the feedback received, and should do so in **purple pen**.
- f. Students may also be set further tasks to complete as an “action” to their feedback; these can be completed either within an allocated period of time during a lesson, or at home, as directed by staff. These **action tasks** will be printed on **purple paper** and should also be completed by the student in purple pen.
- g. Once corrections have been made and action tasks completed, the Interim papers and action tasks will be tagged into students' books for reference and to aid with revision.

***Note:**

- In year 10 and year 11, some interim assessments may take the form of Mock Examinations. Past exam papers will be used on these occasions so that appropriate grade boundaries can be used to accurately identify the working-at-grade (WAG) of students
- In year 7, students will sit a baseline assessment during the first half-term consisting of primary content.

KS5

Subject Specific Tests (SSTs):

- a. From November 2024, Students will be set a fortnightly assessment composed of past exam questions that are topic relevant to the most recent content covered to complete as homework.
- b. SSTs are put in place so students build a familiarity of what will be expected of them in their A-Level maths examinations and to help develop their exam technique.
- c. SSTs will be **marked by staff** members in **green pen**, and marks obtained will be recorded and monitored by staff.
- d. Whole class feedback will be provided at an appropriate time during a lesson. The specific questions addressed during the feedback session may vary depending on the performance of students in each class. **Students** will be given the opportunity to correct any mistakes made on the test, based on the feedback received, and should do so in **purple pen**.
- e. Students may also be set further tasks to complete as an “action” to their feedback; these can be completed either within an allocated period of time during a lesson, or at home, as directed by staff. These **action tasks** will be printed on **purple paper** and should also be completed by the student in purple pen.
- f. Once corrections have been made and action tasks completed, the SST papers and action tasks will be tagged into students' books for reference and to aid with revision.

Interim* Exam Assessments:

- a. During the 3 interim data collection windows, we arrange for students to sit a longer and more comprehensive assessment. These assessments will cover a broader range of content and skills learnt during the respective periods.
- b. Interims will be **marked by staff** members in **green pen**, and marks obtained in interim assessments will be recorded and monitored by staff.
- c. The data that is collected during these assessments provides a heavy influence on the discussions we have with parents and Heads of Year surrounding a student's progress across the year.
- d. Following an interim assessment, students will be provided with a bespoke feedback sheet consisting of a question/topic level breakdown that will highlight their strengths and weaknesses.
- e. Whole class feedback will be provided at an appropriate time during a lesson. The specific questions addressed during the feedback session may vary depending on the performance of students in each class. Students will be given the opportunity to correct any mistakes made on the test, based on the feedback received, and should do so in purple pen.
- f. Students may also be set further tasks to complete as an “action” to their feedback; these can be completed either within an allocated period of time

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during a lesson, or at home, as directed by staff. These **action tasks** will be printed on **purple paper** and should also be completed by the student in purple pen.

- g. Once corrections have been made and action tasks completed, the Interim papers and action tasks will be stuck into students' books for reference and to aid with revision.

***Note:** In year 12 and year 13, some interim assessments may take the form of Mock Examinations. Past exam papers will be used on these occasions so that appropriate grade boundaries can be used to accurately identify the working-at-grade (WAG) of students.