

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	Y12 topic assessments 1.1 and 1.2 topics	The assessment is marked by the teacher and students are given feedback on the paper which they use to complete a self-evaluation/ reflection sheet and set targets around areas for improvement. sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development Data is shared for wider departmental monitoring, target setting and where appropriate intervention.
2	Spring Mock (T3)	The assessment is marked by the teacher and students are given feedback on the paper which they use to complete a self-evaluation/ reflection sheet and set targets around areas for improvement. sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development Data is shared for wider departmental monitoring, target setting and where appropriate intervention.
3	T6 Mock	The assessment is marked by the teacher and students are given feedback on this paper which they use to complete a self-evaluation/ reflection sheet and set targets around areas for improvement. sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development Data is shared for wider departmental monitoring, target setting and where appropriate intervention.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework tasks are mainly used to check understanding of content and skills and revisit and consolidate prior learning. Many tasks focus on exam technique. Some research and data collection also takes place to develop wider skills.	Some homework tasks are marked with personalised feedback and targets given. Other homework tasks are used to prepare students for in class assessments which become the focus of assessment. The department are also starting to use self-marking quizzes which they can monitor and from which feedback is provided. At times peer and self-assessment opportunities are also used to force reflection and engagement with success criteria.

In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Regular retrieval activities at lesson starts, Targeted questioning throughout lessons, opportunities for self and peer assessment using model answers, including exam question material	Students submit classwork and assessment materials for each topic they complete. Individual homework tasks are marked where they are set to apply learning to problem solving and exam-based questions. Where research tasks or pre-reading acknowledgement follow up feedback is given verbally. Feedback via class assessment linked to feedback/ self-evaluation sheets takes place after data drops. These are to be placed in folders.

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	Y13 topic assessments 3.1 and 3.2 and 3.3 topics	Assessments are mainly marked by class teachers to build an initial understanding of ability although some peer assessment tasks take place to develop understanding of success criteria. Assessments used include both controlled assessments in class and non-controlled homework assignments. Moderation would take place where common tasks are completed across a whole cohort but as each teacher delivers unique content this is not necessary. Students that raise concern are discussed and logged in faculty meetings with targets set by individual staff and concerns communicated to 6 th form team and home.
2	Spring Mock	The assessment is marked by the teacher and students are given a summary feedback sheet which includes self-reflection and target setting to strengthen understanding of skills, technique + content as well as target setting of areas for development. Grade boundaries are adapted from recent exam board boundaries due to papers being composite rather than one exam paper. Data is logged for wider departmental monitoring, target setting and where appropriate and intervention.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework tasks are mainly used to check understanding of content and skills and revisit and consolidate prior learning. Many tasks focus on exam technique. Students will also be asked to do some pre-reading for topics as well as additional research activities.	Some homework tasks are marked with personalised feedback and targets given. Other homework tasks are used to prepare students for in class assessments which become the focus of assessment. The department are also starting to use self-marking quizzes which they can monitor and from which feedback is provided. Peer and self-assessment opportunities are also used to support reflection and further engagement with mark schemes and assessment objectives.

In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Regular retrieval activities at lesson starts, Targeted questioning throughout lessons, opportunities for self and peer assessment using model answers, including exam question material	Students submit classwork and assessment materials for each topic they complete. Individual homework tasks are marked where they are set to apply learning to problem solving and exam-based questions. Where research tasks or pre-reading acknowledgement feedback is given verbally. Feedback via class assessment linked to feedback/ self-evaluation sheets takes place after data drops. These are to be placed in folders.