

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	Homework assessments	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 timed assessments in class and non-timed homework assignments. Moderation takes place where required. Students that raise concern are discussed and logged in faculty meetings with targets set by individual staff and concerns communicated to 6 <sup>th</sup> form team and home.
2	January Mock	The test is marked by the teacher and students are given a summary feedback sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development. Grade boundaries are conservative, based around most recent exam board boundaries. Data is logged for wider departmental monitoring, target setting and where appropriate and intervention.
3	June Mock	The test is marked by the teacher and students are given a summary feedback sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development. Grade boundaries are conservative, based around most recent exam board boundaries. Data is logged for wider departmental monitoring, target setting and intervention. One to one discussion with Head of department takes place for major Under achieving students with communication home and wider 6 <sup>th</sup> form
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, some peer assessment and self-assessment occurs including that on exam questions. Trialling yellow box / zonal marking strategy next year where time allows	Folders are not routinely "marked" but are checked during lessons using a file planner / organiser to ensure organisation of class materials. Individual homework tasks are marked where they are set to apply learning. Where research is taking place tasks may just be checked. Feedback via class assessment linked to feedback sheets takes place after data drops. These are to be placed in folders
Any other information	Home and class work outcomes can also help inform judgements where it is felt that assessment outcomes don't accurately reflect students' progress / attainment.	

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	In class assessments and Coursework	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 timed assessments in class and non-timed homework assignments. Moderation takes place where required. Students that raise concern are discussed and logged in faculty meetings with targets set by individual staff and concerns communicated to 6 <sup>th</sup> form team and home. Coursework is marked by mentoring staff and then moderated by the department to ensure mark scheme application is consistent. Coursework represents 20% of overall grade so therefore gives a good initial steer towards overall projected grade.
2	January Mock	The test is marked by the teacher and students are given a summary feedback sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development. Grade boundaries are conservative, based around most recent exam board boundaries. Data is logged for wider departmental monitoring, target setting and where appropriate and intervention.
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