

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	At the end of Term 1, students will have completed timed exam style assessment questions on The first books of the Odyssey and some of the broader elements of Imperial Image. These will include one ten-mark short essay question and five one-mark knowledge-based questions. The data will be used here to assess progress internally and will not be reported to parents unless there are concerns with course engagement.	The assessment is marked by the teacher and students are given marks. Students are given diagnostic feedback. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills or enhance metacognition at a whole class or individual level.
2	By the end of Term 4, students will have completed at least three more timed exam style assessments on key themes in the Odyssey and Imperial Image, including Augustus as a religious leader, Imperator and Pater Patriae. These will include 20 and some 30 mark longer essay questions. Students are informed of the assessments in advance, and as skills develop in particular exam styles support is reduced, but enhanced when new ones structures are applied.	The assessment is marked by teachers and the students are given marks and grades. The students are given diagnostic feedback on their work and a proforma identifying their strengths and weaknesses in longer essay questions. Work is moderated in staff meetings by members of the department. Students identify targets for improvement and subsequent tasks in lessons (and homework) are used to develop metacognition and skills.
3	By the middle of Term 6, students will have completed at least two more timed exam style assessments on the more nuanced themes of the Odyessey including ξενία (xenia) and κλέος (kleos). The same will follow for Imperial Image in which they will focus on the Res Gestae and the Augustan building programme. By this stage of the year there is less metacognitive support, and revision strategies are applied before tests. The mock exam is a fully unseen assessment on both units covering all elements, with revision guidance provided.	The assessment is marked by teachers and the students are given percentage scores and grades. The students are given diagnostic feedback on their work and a proforma identifying their strengths and weaknesses in longer essay questions. Work is moderated in staff meetings by members of the department. Students identify targets for improvement and subsequent tasks in lessons (and homework) are used to develop metacognition and skills to address areas for improvement at a class or individual level, including targets for Year 13.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Knowledge-based quizzes. Practise essays, initially 10 and 20 marks but adding in 30 marks as the year progresses. Some other activities e.g. FLIPPED learning, particularly on visual and material culture and on the Odyssey and exam practise is set where appropriate within curriculum content.	The quizzes are teacher marked. FLIPPED learning task is not assessed but does inform work in class. Homework completion is monitored and support given, but it is assessed through testing. Any essay questions are marked in the ways outlined above.

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?
	Green box marking, metacognitive discussion, targeted questioning, peer assessment, self-assessment, proforma reflection following longer essay questions.	Exercise books are not routinely "marked" but are checked during lessons. Feedback is via assessment marking comments, one-to-one discussion and essay proformas. Between each assessment there should be an example of self-assessed work, live-marked (in class) work and peer assessed work. These are designed to build the students own ability to reflect on their performance.

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	By the end of term 1, students will have completed timed exam style assessment questions on the general status of men and women in Greece and Rome and Books one and two of The Aeneid. This will include: five knowledge-based one-mark questions and one short essay question worth ten marks. Students are informed of the assessment in advance and supported with revision, however as essay and scenario structures become more familiar the support is reduced.	The assessment is marked by the teacher and students are given marks out of fifteen. Students are given diagnostic feedback. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills or enhance metacognition at a whole class or individual level.
2	By the end of Term 4, students will have completed at least three more timed exam style assessments on Love and Relationships including: Seneca, Sappho and Ovid. This will also include an unseen mock exam that will cover the Love and Relationships topic. Students will also complete at least three more of these assessments on the remaining books of the Aeneid and the key themes of the text. All of these will include twenty mark and some thirty-mark long essay questions. Students are informed of the assessments in advance and may have some metacognitive support and writing frames in lessons for early testing that is reduced as confidence builds. For the mock examination they are given revision guidance.	The assessments are marked by teachers and the students are given marks and grades. The students are given diagnostic feedback on their work and a proforma identifying their strengths and weaknesses. Work is moderated in staff meetings by members of the department. Students identify targets for improvement and subsequent tasks in lessons (and homework) are used to develop metacognition and skills to address areas for improvement at a class or individual level. Specific revision programmes are developed for students going at this point, adapting curriculum content to address areas of concern. Further mock examinations will occur on the three papers.

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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?
	Green box marking, metacognitive discussion, targeted questioning, peer assessment, self-assessment, proforma reflection following longer essay questions.	Exercise books are not routinely "marked" but are checked during lessons. Feedback is via assessment marking comments, one-to-one discussion and essay proformas. Between each assessment there should be an example of self-assessed work, live-marked (in class) work and peer assessed work. These are designed to build the students own ability to reflect on their performance.