

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	<p>At the middle of Term 1, all student take part in an <u>open book timed assessment</u> for both paper 1 and 2 Section A.</p> <p>At the end of Term 1, all students would have <u>completed a combination of End of topic knowledge tests, short questions, quizzes</u> for paper 1 and 2 section A (8 –describe and 12 - discussion markers). This is carried in class and as homework.</p> <p>At the middle of Term 2, all student take part in <u>another open book timed assessment</u> for both paper 1 and Section A.</p> <p>In Term 2, they have a <u>timed close book mock (controlled assessment)</u> in JAN. on the above exam style assessment questions for paper 1 and 2 Section A (total of 2 x 8 markers and 2 x 12 markers). Two- three aspect of the Legal System unit, as well as at least two elements of Law Making unit. In all cases they will be heavily supported leading up to this mock with a Revision Action plan, revision in class and before the timed assessment the teacher will carry out a ‘walking talking’ mock. This will also be carried out after the mock during reflection and feedback time. The data will be used here to assess progress internally alongside Access Arrangement for future assessments. This will not be reported to parents unless there are concerns with course engagement.</p>	<p>With informal assessments- quizzes etc, students will refer to their notes to fill in any gaps and support materials on SharePoint.</p> <p>Mock (Controlled Assessment) The assessment is marked by the teacher and students are given percentage scores, and grade boundaries applied using historic exam board data. Students are given diagnostic feedback and marking proformas are used. 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.</p>
2	<p>Throughout Term 3 and 4 all students would have <u>completed a combination of End of topic knowledge tests, short questions, quizzes</u> for paper 1 and 2 section A (8 – describe and 12 - discussion markers) and then later (20 marker – scenarios). This is carried in class and as homework.</p> <p>By the middle of Term 3 and in term 4, students will have completed <u>at least two more timed exam style assessments</u> on the Law Making and Tort units and up to three more in the Legal System and Criminal Law units (some in class and some as homework)</p> <p>In term 3 and 4, there will also be an <u>unseen controlled assessment</u>. Students are informed of the assessments in advance, and as skills develop in particular exam styles support is reduced, but enhanced when new structures are applied.</p>	<p>With informal assessments- quizzes etc, students will refer to their notes to fill in any gaps and support materials on SharePoint.</p> <p>Unseen controlled assessment 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. 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.</p>
3	<p>By the middle of Term 6, students would have completed at <u>least two more timed exam style assessment scenario questions</u> for the Criminal Law and the Tort units, some timed and some at home. 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.</p> <p>Term 6, all students take part in a <u>timed close book mock</u> in June on the above style questions</p>	<p>Mock 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. 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.</p>

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	<p>FLIPPED learning and exam practise is set where appropriate within curriculum content. Creating case tables and filling in knowledge organiser sheets. Mini Quizzes issued in class for homework</p>	<p>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, class discussions and peer assessment activities.. Any essay or scenario questions are marked in the ways outlined above. The quizzes are self-marking</p>
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?
	<p>Yellow box marking (homing in on key areas to improve – George Spencer Academy), metacognitive discussion, targeted questioning, peer assessment, self-assessment, use of visualiser for class feedback.</p>	<p>Exercise books are loosely routinely "marked" and are frequently checked during lessons. Feedback is via assessment sheets after end of unit assessments, which are stuck in books. 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. This is also support with sample answers in their book.</p>

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1	<p>At the end of Term 1, all students would have completed a combination of End of topic knowledge tests, short questions, quizzes for paper 1 and 3 section B (20 markers). This is carried in class and as homework.</p> <p>They will also have a timed close book mock by the middle of Term 2 in NOV., with the above exam style assessment questions for paper 1 and 3 Section B (total of 2 x 20 marker scenario questions and 1 x 20 marker evaluation question). Two aspects of the Criminal Law study, as well as at least two element of the Human Rights unit. In all cases they will be heavily supported leading up to this mock with a Revision Action plan, revision in class and before the timed assessment the teacher will carry out a 'walking talking' mock. This will also be carried out after the mock during reflection and feedback time. The data will be used here to assess progress internally alongside Access Arrangement for future assessments. This will not be reported to parents unless there are concerns with course engagement.</p>	<p>With informal assessments- quizzes etc, students will refer to their notes to fill in any gaps and support materials on SharePoint.</p> <p>Mock The assessment is marked by the teacher and students are given percentage scores, and grade boundaries applied using historic exam board data. Students are given diagnostic feedback and marking proformas are used. 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.</p>
2	<p>Throughout Term 3 and 4 all students would have completed a combination of End of topic knowledge tests, short questions, quizzes for paper 1 and 3 section B (20 marker - scenarios) and then later (20 marker – Evaluations). This is carried in class and as homework.</p> <p>By the middle of Term 3 and in term 4, students will have completed at least two more timed exam style assessments on the Human Right units and up to three more in the Criminal Law and Tort units (some in class and some as homework).</p> <p>In term 3 and 4, there will also be an unseen controlled assessment. Students are informed of the assessments in advance, and as skills develop in particular exam styles support is reduced, but enhanced when new structures are applied.</p> <p>They will also have a timed close book mock by the end of Term 4 in MARCH., with the above exam style assessment questions for paper 1, 2 and 3 Section B (total of 2 x 20 marker scenarios and 1 x 20 marker evaluation question). One aspects of the Criminal Law study, one aspect of Tort Law and at least two element of the Human Rights unit. In all cases they will be heavily supported leading up to this mock with a Revision Action plan, revision in class and before the timed assessment the teacher will carry out a 'walking talking' mock.</p>	<p>With informal assessments - quizzes etc, students will refer to their notes to fill in any gaps and support materials on SharePoint.</p> <p>Unseen controlled assessment 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. 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.</p>
3	<p>They will also have a timed close book mock at the beginning of Term 5 in APRIL., review Section A – questions reviewed and taught in year 12; paper 1 and 2 section A (8 –describe and 12 - discussion markers). This will cover at least two aspects Legal system and at least two aspect of Law Making. In all cases they will be heavily supported leading up to this mock with a Revision Action plan, revision in class and before the timed assessment the teacher will carry out a 'walking talking' mock. This will also be carried out after the mock during reflection and feedback time. The data will be used here to assess progress internally alongside Access Arrangement for future assessments. This will not be reported to parents unless there are concerns with course engagement.</p>	<p>Mock 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. 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</p>

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