

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	Bristol assessment	The test is marked by the teacher supported by departmentally-drafted mark scheme 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. Results are ranked and grade boundaries are to be established based on percentages. Results will help inform professional judgement to make holistic overall judgement. Students will complete feedback on assessment as a class using feedback document
2	Plate tectonics assessment	The test is marked by the teacher supported by departmentally-drafted mark scheme 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. Results are ranked and grade boundaries are to be established based on percentages. Results will help inform professional judgement to make holistic overall judgement. Students will complete feedback on assessment as a class using feedback document
3	Map skills assessment	The test is marked by the teacher supported by departmentally-drafted mark scheme 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. Results are ranked and grade boundaries are to be established based on percentages. Results will help inform professional judgement to make holistic overall judgement. Students will complete feedback on assessment as a class using feedback document
Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework tasks are used to check understanding of content and skills and revisit prior learning. Some activities specifically focus on research tasks and revision throughout the year to develop skills in these areas. Some tasks are also used indirectly to support learning through increasing engagement.	Specific tasks including skills tasks marked + feedback in class for individual reflection. Some homework is focus of peer assessment and self assessment to develop confidence with use of success criteria and to encourage reflective. Interactive, self marking quizzes are being developed to support the KS3 course (although only in initial stages at this point)
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 occurs including that on projects. Aim this year is to move department towards target marking of key material	Exercise books are not routinely "marked" but are checked during lessons and a rota is used to ensure all are subject of written in class feedback at least once per term. Feedback via class assessment linked to feedback sheets takes place after data drops. These are stuck in books.
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	Coasts Assessment	The test is marked by the teacher supported by departmentally-drafted mark scheme 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. Results are ranked and grade boundaries are to be established based on percentages. Results will help inform professional judgement to make holistic overall judgement. Students will complete feedback on assessment as a class using feedback document
2	Asia Assessment	The test is marked by the teacher supported by departmentally-drafted mark scheme 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. Results are ranked and grade boundaries are to be established based on percentages. Results will help inform professional judgement to make holistic overall judgement. Students will complete feedback on assessment as a class using feedback document
3	Climate (and Change) Assessment	The test is marked by the teacher supported by departmentally-drafted mark scheme 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. Results are ranked and grade boundaries are to be established based on percentages. Results will help inform professional judgement to make holistic overall judgement. Students will complete feedback on assessment as a class using feedback document
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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?
	Regular retrieval activities at lesson starts, Targeted questioning throughout lessons, some peer assessment and self assessment occurs including that on projects, trialling yellow box / zonal marking strategy next year	Exercise books are not routinely "marked" but are checked during lessons and a rota is used to ensure all are subject of written in class feedback at least once per term. Feedback via class assessment linked to feedback sheets takes place after data drops. These are stuck in books.
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	Antarctica Assessment	The test is marked by the teacher supported by departmentally-drafted mark scheme 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. Results are ranked and grade boundaries are to be established based on percentages. Results will help inform professional judgement to make holistic overall judgement. Students will complete feedback on assessment as a class using feedback document
2	Economic Activity Assessment	The test is marked by the teacher supported by departmentally-drafted mark scheme 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. Results are ranked and grade boundaries are to be established based on percentages. Results will help inform professional judgement to make holistic overall judgement. Students will complete feedback on assessment as a class using feedback document
3	Globalisation Assessment	The test is marked by the teacher supported by departmentally-drafted mark scheme 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. Results are ranked and grade boundaries are to be established based on percentages. Results will help inform professional judgement to make holistic overall judgement. Students will complete feedback on assessment as a class using feedback document
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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?
	Regular retrieval activities at lesson starts, Targeted questioning throughout lessons, some peer assessment and self assessment occurs including that on projects, trialling yellow box / zonal marking strategy next year	Exercise books are not routinely "marked" but are checked during lessons and a rota is used to ensure all are subject of written in class feedback at least once per term. Feedback via class assessment linked to feedback sheets takes place after data drops. These are stuck in books.
Any other information	Students start the GCSE course in the last term of the year with focus on skills required at GCSE level.	