

Assessment	Details	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 in up to four Law Making unit. In all cases they will heavily supported, and the timed assessment will be a 'walking talking' mock. 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 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.
2	By the middle of Term 3, students will have completed at least two more timed exam style assessments on the Law Making unit and up to four more in the English Legal System unit, including 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 ones structures are applied.	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.
3	By the middle of Term 6, students will have completed at least two more timed exam style assessments on the English Legal System unit and further essays and scenario questions for the Criminal Law unit, 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.	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.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Self marking quizzes used in Moodle to assess understanding of content and revisit prior learning. Some other activities e.g. FLIPPED learning and exam practise is set where appropriate within curriculum content.	The quizzes are self marking. 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 or scenario 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?
	Yellow box marking, metacognitive discussion, targeted questioning, peer assessment, self assessment, use of visualiser for class feedback.	Exercise books are not routinely "marked" but are 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.

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	By the middle of Term 2, students will have completed timed exam style assessment questions on the final two aspects of the Criminal Law study, as well as at least one Nature of Law essay and the first element of the Human Rights unit. 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 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.
2	By the end of Term 4, students will have completed at least three more timed exam style assessments on the Law of Tort unit and another three on Human Rights. This will also include an unseen mock exam that will cover the Paper Three Nature of Law and Human Rights topics. 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 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. 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 Paper One and Paper Two.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Self marking quizzes used in Moodle to assess understanding of content and revisit prior learning. Some other activities e.g. FLIPPED learning and exam practise is set where appropriate within curriculum content.	The quizzes are self marking. 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 or scenario 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?
	Yellow box marking, metacognitive discussion, targeted questioning, peer assessment, self assessment, use of visualiser for class feedback.	Exercise books are not routinely "marked" but are 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.