

Maths Assessment and Feedback Overview

Termly Assessment: This is one deeply assessed piece of work with clear next steps feedback per half term. Alongside this students sit regular 'low stakes' unit tests to check progress across a topic. The end of term and end of year assessments are cumulative, they will include content from the whole term/year. In Years 7, 8 and 9 our curriculum is taught in 3 strands for higher, middle and lower ability. In Years 10 and 11 the curriculum is taught at Higher and Foundation levels

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Half term assessment based on first two units	End of term synoptic assessment based on the four units covered this term	Half term assessment based on first two units of this term	End of term synoptic assessment based on the three units covered this term	Half term assessment based on first two units of this term	End of year synoptic assessments based on all units covered this year. Two papers to assess Non-calculator and Calculator skills
8	Half term assessment based on first two units	End of term synoptic assessment based on the four units covered this term	Half term assessment based on first two units of this term	End of term synoptic assessment based on the three units covered this term	Half term assessment based on first two units of this term	End of year synoptic assessments based on all units covered this year. Two papers to assess Non-calculator and Calculator skills
9	Half term assessment based on first two units	End of term synoptic assessment based on the four units covered this term	Half term assessment based on first two units of this term	End of term synoptic assessment based on the three units covered this term	Half term assessment based on first two units of this term	End of year synoptic assessments based on all units covered this year. Two papers to assess Non-calculator and Calculator skills
10	Half term assessment based on first unit	End of term synoptic assessment based on the three units covered this term	Half term assessment based on first two units of this term	End of term synoptic assessment based on the three units covered this term	Half term assessment based on first two units of this term	End of year modified GCSE papers. Two papers to assess Non-calculator and Calculator skills
11	Half term assessment based on first unit	December trial exams 3 papers. Paper 1 non-calculator, Papers 2 and 3 both calculator	Half term assessment based on first two units of this term	Trial 2 exams 2 papers. Paper 1 non-calculator, Paper 2 calculator	GCSE exams	GCSE exams
12	Pure Maths test based on first three chapters	Pure Chapters 4-6 test Pure Chapters 7-8 test	Pure synoptic assessment based on all content studied	Applied assessment based on first two chapters of Statistics and Mechanics	Applied assessment based on chapters covered this half term	End of year Pure and Applied exams
13	Pure Maths test based on three chapters covered this half term	December Pure trial exam based on all content studied in Year 1 and 2	Applied assessment based on Year 2 content	Trial 2 exam	A level exams	A level exams

Prep work is not marked by teachers, however students will use this in lessons and self-assess, peer-assess or develop using a green pen; this will reflect the whole school prep work timetable. Teachers will also check exercise books/students work regularly to monitor student understanding, but they are not expected to write in them.

Other forms of feedback in the department	Our approach to developing literacy	Our approach to developing reading
<ul style="list-style-type: none"> • Verbal feedback to the whole class which students record using a green pen • Students self-assessing or peer-assessing work with a clear framework guiding them through this. • Teachers circulating to give 'LIVE' feedback as students are working independently 	<ul style="list-style-type: none"> • Students to use subject specific language/key terminology when making verbal contributions i • Key words to be displayed in classroom and highlighted within each lesson, included on teaching slides • Students to write down key definitions 	<ul style="list-style-type: none"> • Selecting students to read worded problems aloud • Students highlighting the key parts of extended problems to distil the essential features of a question and to recognise the nuances within similar looking groups of questions • Inclusion of worded problems wherever possible