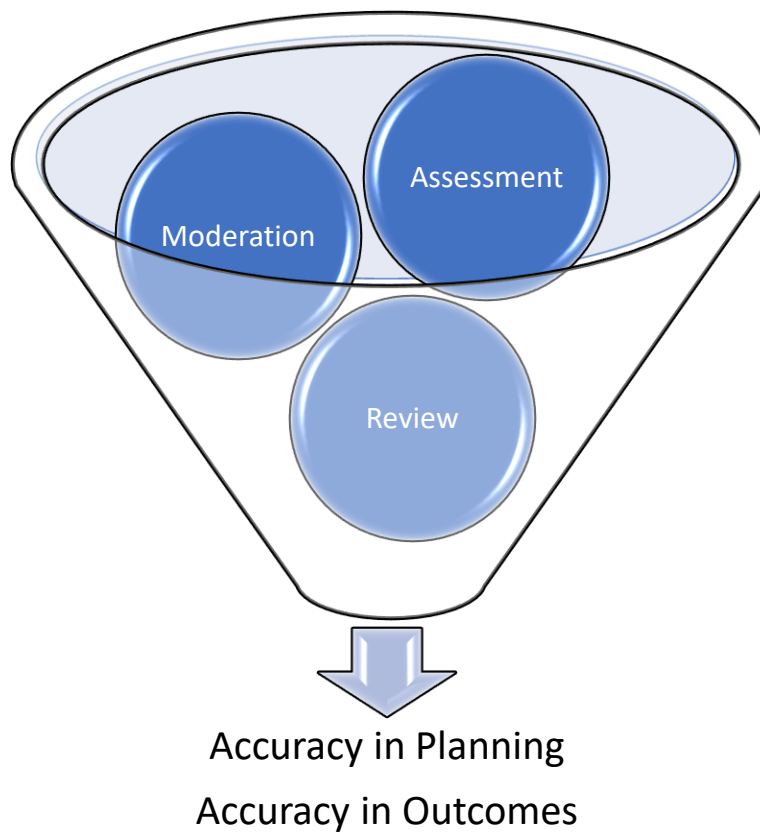


The Attic School Assessment & Moderation



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Overview of Assessment and Moderation

For all subjects, formative and summative assessment takes place following the Attic PRU 'Marking and Assessment Policy'.

Baseline Assessments

On entry to Attic School, all students regardless of whether KS3 or KS4, sit baseline assessments in English and Maths. The outcomes of these assessments are used to generate their target grade. The material for the baseline assessment is taken from the AQA website. For KS3, students complete the Key Stage 3 Test Packs in English and maths. For KS4, students sit past GCSE exam papers. All papers are marked using AQA mark schemes supplied for that exam series.

AQA
Key Stage 3
ENGLISH LANGUAGE
Paper 1 Explorations in creative reading and writing
Year 8 Pack 2

Time allowed: 1 hour 45 minutes

Materials

- Source A – provided as a loose insert

Instructions

- Answer all questions.
- Answer the questions in the spaces provided.
- Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.

Advice

- Spend about 15 minutes reading through the Source and all five questions.
- Leave enough time to check your answers.

Forename: _____
Surname: _____
School: _____

AQA
GCSE
ENGLISH LANGUAGE
Paper 1 Explorations in creative reading and writing

Tuesday 5 June 2017 Morning Time allowed: 2 hour and 45 minutes

Please write clearly in block capitals.

Centre number: _____ Candidate number: _____

Surname: _____
Forename(s): _____
Candidate signature: _____

Materials

- Source A – provided as a separate insert

Instructions

- Answer all questions.
- Use block ink or black ballpoint pen.
- Fill in the boxes on this page.
- You must answer the questions in the spaces provided.
- Do not write or draw the top around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must not use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your writing in Section B.
- You will be assessed on the quality of your writing in Section B.

Advice

- You are advised to spend about 15 minutes reading through the Source and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

Question	Mark
1	2
2	2
3	4
4	2
5	2
TOTAL	12

AQA
Key Stage 3
Mathematics
Term 1
Year 9
Main Paper 2

1 hour

Materials

- For this paper you must have:
 - mathematical instruments
 - the mark scheme booklet

Instructions

- Use block ink or black ballpoint pen. Draw diagrams in pencil.
- Fill in the boxes on the bottom of this page.
- Answer all questions.
- You must answer the questions in the spaces provided. Do not write outside the top or around each page or on blank pages.
- Do all rough work in this book. Cross through any work that you do not want to be marked.
- Do all calculations, show clearly how you work out your answer.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- There are 10 marks for Section A and 50 marks for Section B.
- These must be tagged securely to this answer booklet.

Please write clearly in block capitals.

Centre number: _____ Candidate number: _____

Surname: _____
Forename(s): _____
Candidate signature: _____

Question	Mark
1	2
2	2
3	2
4	2
5	2
6	2
7	2
8	2
9	2
10	2
11	2
12	2
13	2
14	2
15	2
TOTAL	30

Term 1/Year 9
Main Paper 2

AQA
GCSE
MATHEMATICS
Foundation Tier Paper 2 Calculator

Thursday 7 June 2018 Morning Time allowed: 1 hour 30 minutes

Please write clearly in block capitals.

Centre number: _____ Candidate number: _____

Surname: _____
Forename(s): _____
Candidate signature: _____

Materials

- For this paper you must have:
 - a calculator
 - mathematical instruments

Instructions

- Use block ink or black ballpoint pen. Draw diagrams in pencil.
- Fill in the boxes at the top of this page.
- Answer all questions.
- You must answer the questions in the spaces provided. Do not write outside the top or around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- Do all calculations, show clearly how you work out your answer.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 10 marks for Section A and 70 marks for Section B.
- These must be tagged securely to this answer booklet.

Advice

- In all calculations, show clearly how you work out your answer.

Question	Mark
1	2
2	2
3	2
4	2
5	2
6	2
7	2
8	2
9	2
10	2
11	2
12	2
13	2
14	2
15	2
16	2
17	2
18	2
19	2
20	2
21	2
22	2
23	2
24	2
25	2
26	2
27	2
28	2
29	2
30	2
TOTAL	80

With regards to other subjects, students may sit entry assessments in order to determine level, knowledge and understanding for that subject area. This assists staff with their planning for individual students and informs level of exam entry. In other areas, students may complete beginning of unit assessments to gauge a starting point. For specifics, see each subject area in the 'Subject Breakdown' section of this document.

Data Collection

Data is collected on a half termly basis from all subjects, which is drawn from teacher's mark books and informed by both summative and formative assessments throughout that half term. The completed work, in lessons, is then used to make a judgement on whether the student is likely to meet their end of Key Stage 4 target grade and indicates what grade they are likely to achieve if they continue to produce work to the standard they are currently achieving and sat an exam based on that content tomorrow.

English Language	Target	Progress	Comments
201	All students to be able to understand and explain the main ideas and arguments of a text in English.	Most students have met this target. Some students are still working on it.	Discussing this skill with the class and providing a range of texts to read and discuss. Some students are still working on it.
202	Students to be able to write a persuasive text in English.	Most students have met this target. Some students are still working on it.	Discussing this skill with the class and providing a range of texts to read and discuss. Some students are still working on it.
203	Students to be able to write a descriptive text in English.	Most students have met this target. Some students are still working on it.	Discussing this skill with the class and providing a range of texts to read and discuss. Some students are still working on it.
204	Students to be able to write a narrative text in English.	Most students have met this target. Some students are still working on it.	Discussing this skill with the class and providing a range of texts to read and discuss. Some students are still working on it.
205	Students to be able to write an argumentative text in English.	Most students have met this target. Some students are still working on it.	Discussing this skill with the class and providing a range of texts to read and discuss. Some students are still working on it.

The data is analysed by Senior Leaders and data conversations are held with teaching staff to discuss each students' individual progress, strategies implemented and reasons behind the data picture for each class. These meetings are minuted. See image to the left as an example.

Data Sheets/Progress Trackers

In all subjects, student's progress is recorded through a Progress Tracker/Data Sheet located at the front of folders, books or sketchbooks. This document highlights the student's target grade, summative assessment percentages taken from in-class tests and mocks, subject specific attendance and engagement to lessons data, as well as an overview of the half termly reported grade.

reported grade.

It is through the Data Sheets/Progress Trackers that teachers set a subject specific target. This is RAG rated at the end of each half term which then informs the progress and next target to be set. An example of a Data Sheet/Progress Tracker is below.

English Target and Data Sheet
2020-2021

Student Name: _____ Year Group: _____

Target Grades July 2021	
GCSE English Language	Functional Skills

Progress						
The grade reported below, is based on how you are working now. If you carry on working as you are, I predict you will get this grade.						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	

Spellings					

GCSE English Language						
Paper 1 Explorations in Creative Reading and Writing						
Paper 2 Writers Viewpoints and Perspectives						

Functional Skills						
Reading Paper						
Writing Paper						

Attendance and engagement in lessons						
Attendance	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engagement						

Half Termly English Targets						
Autumn 1						
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						

In lessons, the teacher holds data and target discussions with students to ensure they are engaged with the process, the tracker and to highlight the progress they are achieving. This also enables them to see the next steps they need to make, giving them ownership.

Data Overviews

Each half term, teachers are asked to update a class data overview. This enables the teacher to draw together all the relevant information they have for the students in each of their classes and with the subject TA, identify strategies to support each individual learner. Data overviews are live, working documents which are updated frequently as and when required by either the TA or teacher.

11.3 Data & Target Sheet Autumn 2 (2020)	
OW English Language: Target: 2+ Current predictor: 4+ Attendance: 92.9% (in school for 23/28) Timetabled lessons for the half term – 100% Engagement: 87.5% English Literature: Target: 2+ Current predictor: 4+ Attendance: 88.9% (in school for 16/18) Timetabled lessons for the half term – 100% Engagement: 75% SEND – FAS (EHCP), CIC, FSM, PP	English Language target for autumn 2: To ensure you show clearly <i>used</i> paragraphs and consider this as you write, not as an afterthought. To use modal verbs appropriately – can, could, may, should, must, have to, might. English Literature target for autumn 2: To improve your engagement to literature to at least 85%. To develop your understanding and quality of response in the task section. English strategies based on English progress and PAFIEHCP: Chunk up activities to divide the time of the lesson and keep focused. Give some responsibility to OW such as reading a character in the play. Gauge times to engage and support on a 1-2-1 and when to leave alone to self-regulate. – OW expresses this verbally and physically e.g. cannot sit down. Use SEND as a resource – go and show positive work. Keep conversations positive about what she has achieved in her English work. Ignore negative and off-task behavior – this will often enable her to eventually focus and not escalate behaviour. Use of helpful handouts to support with structuring a PEARL. ND to work with OW rather than TA when as a more registered frame of mind. Encourage OW to ask for support appropriately by modelling, reinforcing and questioning. Use prompts to stay on task. Use praise and positivity and send positive post cards home to engage OW. Remind OW to ask appropriately for support if not done so the first time. Encourage breathing exercises if OW is feeling angry and frustrated. Ensure OW sits at the front of the classroom to avoid distractions of others. Allow OW to read her work aloud if she asks as this boosts her confidence. Strategies identified by Keyworker for in class: Only sit at the page she has made the mistake. Use time-out to step away from the situation and be able to deal with the mistake in a less dramatic way.
KW English Language: Target: 2 Current predictor: 4+ Attendance: 100% (in school for 23/28) Timetabled lessons for the half term – 100% Engagement: 100% English Literature: Target: 2 Current predictor: 4+ Attendance: 100% (in school for 16/18) Timetabled lessons for the half term – 100% Engagement: 100%	English Language target for autumn 2: To work with Natalie to explore examples of higher-level grammar to confidently what you need to do to further improve your responses. English Literature target for autumn 2: To ensure that longer responses (exam-style questions) refer to the specific extract but also the text as a whole (other elements). English strategies based on English progress and PAFIEHCP: To ensure Kia is pre-warned of any changes throughout the day such as her timetable. Teachers aware for praise to be given on a one to one rather than in front of a whole class. Do not just accept KW's word for being ok and not needing help. Regularly check in with KW and read her work. Ensure KW completes next steps. Speak with KW before she begins the analysis section. Encourage homework. Strategies identified by Keyworker for in class: To help another peer during class. To carry out an act of kindness each day for a peer or staff member. All staff to challenge when Kia is being negative. One to one work on self-esteem (discussed).

Mock Exams

Mock exams take place each year for each year cohort. Year 11 sit mock exams under formal exam conditions using access arrangements in spring term 1 and Year 10 carry out mock exams in summer term 2. Students are given a full exam paper from a previous exam series which is marked using exam board mark schemes. Key Stage 3 students sit end of year exams in exam conditions using the AQA Key Stage 3 Test Packs or a teacher designed assessment in summer term 2.

Moderation

Each half term, there are calendared moderation sessions where all teachers meet in respective subject groups to moderate assessment within their area. Staff are expected to moderate a minimum of 3 students work. The session involves discussion and tweaking of grades if required. All moderation meetings are minuted and shared with SIT. Subjects are encouraged to make links with external providers at least once per year. These sessions can also be used as a training mechanism where subject staff access the standardization material uploaded by exam boards.

Finally, it is highly recommended, as part of CPD, that subject staff train to be exam board examiners.

Student Two: CB	
Year group:	Discussion: Communicated ideas well, good organisation with organisational markers and correct format, range of sentences not in Band 3 and therefore brought the overall mark down. We went for a 6 and a 5 so were within tolerance of each other. Discussed the criteria re: "range of punctuation" Felt that her lack of a range of punctuation was what brought her mark down.
Subject:	Actions:
English	

Student Three: KT	
Year group:	Discussion: Some discussion re: consistency of complex sentences. Needs to increase range of sentences and a wider range of vocabulary to boost his marks. SPAG – reasonably correct use of grammar and spelling is ok, but lack of a range of punctuation brings it down to a 5. In agreement about lack of consistency.
Subject:	Actions:
English	

Student One: KB	
Year group:	Discussion: Great ideas in his text but no organization at all. A struggle with the range of bands crossed but decided on a method to come to an agreed mark which moved him up 2 on each section. The system allowed for a mark to be given per category. Both decided this was a useful system.
Subject:	Actions: ND will revisit KB question 2 using this system. AM will revisit LD to pick out the marks.
English	
Overall reflective comment about moderation process (if required):	In summary, we are in alignment with each other when marking Functional Skills exam writing questions. We also felt more confident now with our new system of allocating points per category and then adding for a final mark. Both agreed a positive and useful exercise.

Subject Breakdowns

English

Baseline Assessment

On entry to Attic School, Key Stage 3 students are given an age appropriate baseline exam paper using the AQA Key Stage 3 Test Packs, using Paper 1. Key Stage 4 students are given an age appropriate baseline exam paper comprising of AQA past papers - Paper 1 Sections A & B and Paper 2 Section B. Within the first half term, learners complete a reading and writing baseline for Functional Skills. The level of that paper is decided by the class teacher. They also complete the Vernon Spelling Test which is then repeated every 6 months.

Summative Assessment

Summative assessment for Key Stage 3 is in the form of end of half term assessments which cover a range of questions based on the content delivered for that scheme of learning.

For Key Stage 4, end of half term assessment is taken from an AQA GCSE or Pearson Functional Skills past paper, which covers at least one section of one paper (reading or writing). The questions may be a mixture of multiple choice as well as questions which need a longer explanation or justification answer. There will also be a writing task assessed piece to demonstrate the culmination of skills learned. These assessments are kept separately, either in the back of their folder or in an exercise book kept for this purpose, to allow for easy comparison.

For higher ability students, assessment is compared to their baseline assessment grades. For lower ability students, the assessment may be broken down further in that the writing task may be given at the start of the scheme of learning to determine prior understanding of each student, and then repeated at the end, if necessary. This can be of varying levels due to the nature of the student's previous education experience. Specific feedback for each question from these assessments are not given directly to students, but informs planning and next steps.

For each assessment, a percentage is calculated and converted into a grade. This may or may not be given to students and is decided on an individual and ability basis. The teacher uses GCSE grade boundaries and mark schemes from the previous years.

Reading and Writing Trackers

Reading and writing tracker sheets are completed for each student based on their progress being made for reading and writing key skills. This tracker grid indicates the progress towards each skill, how the student can develop further and allows for identified areas to be focused during additional lessons where necessary. Both the half termly assessment data and the tracker sheets inform half termly individual student targets.

The tracker is updated when the learning is evidenced. The grids are kept in a centralised folder and also make up the front part of the student's folder of work, and referred to throughout the term.

Moderation in English

English teachers meet once every half term to view and discuss the assessed work of three students across the key stages. This includes written and speaking and listening tasks. Moderation covers both GCSE and Functional Skills courses. Each moderation cycle rotates around the cohort of learners.

Once per year, external moderation of speaking and listening assessments is completed by linking with a local secondary school.

Mathematics

Summative Assessment

Summative assessments are given in the form of end of unit assessments which cover a range of questions based on the content delivered for that unit, as well as key mathematical skills. The questions are a mixture of multiple choice as well as questions which need a longer explanation or Level 1/ 2 Functional Skills type questions (Key Stage 3) with additional GCSE questions for students who have achieved Functional Skills Level 1.

The assessment is given at the start of every unit to determine prior understanding of each student. This can be of varying levels due to the nature of the student's previous education experience. Specific feedback for each question from this assessment is not given, it is just used for planning purposes.

For each assessment, a percentage is calculated. A grade is not given, but it does indicate to the student whether they are on track to achieve their KS4 target grade if they were to continue working at this level. The teacher uses GCSE grade boundaries from previous years to decide on this measure.

Data for each assessment (pre and post unit) is recorded on a centralised spreadsheet for Maths. Progress is determined for individual students and targeted interventions are identified where necessary.

Tracker Grids

Tracker grids are completed for each student based on the progress being made towards their mathematical competency. This tracker grid indicates the progress made in each skill, how the student can develop further and allows for identified areas to have focus in future lessons.

The grids are dated when the learning is evidenced and are kept in a centralised folder, but shared with students through discussions in lessons.

Moderation

In the mathematics department there is a robust programme of moderation to ensure that teachers make dependable, evidence-based decisions. Moderation helps teachers to increase the dependability of the assessment information they gather and the judgments they make about student learning in the curriculum.

Moderation is made up of several components - external moderation meetings are only one part of the assessment process.

On-going assessment - The maths department follows a plan of day to day teacher professional judgements of pupil progress and attainment to inform next steps in learning.

Standardisation – Maths teachers make level judgements on a collection of work with the teacher's comments and then compare their judgement with a corresponding annotated version. Where there are differences, teachers review their judgements and align them with national standards.

Teacher assessment – Teachers make informed judgements about students' levels of attainment in maths - this is with reference to the specification of the course.

Internal school moderation – The maths department collectively use the specifications to review a selection of judgements and supporting evidence to check their accuracy and consistency. This includes tasks and test outcomes where available. This process is half termly with a sample of a minimum of 3 students work.

External moderation – The maths department have linked with Notre Dame High School, Norwich, (Maths Dept.) to have external moderation on a termly rota. This external moderation focuses on a professional discussion between the external moderator and the maths teacher.

The moderator provides an independent, professional validation of the school's teacher assessments by reviewing a sample of evidence. This is to validate that each teacher assessment judgement is accurate and consistent with national standards. Evidence consists of:

- Examples of students' work
- Records and pre / posts tasks
- Knowledge of the student

Teachers demonstrate their judgements with evidence they have choose to present. The moderator provides the maths department with suitable feedback about:

- The accuracy of the judgements
- Quality of evidence
- Appropriate support if necessary

Science

Connect

Connect are taught a range of scientific topics in a project based learning format. Students are taught key scientific elements, whilst focusing upon their BESST scores and PAP targets.

Students are assessed through the completion of projects which result in students obtaining AQA unit awards as well as tests which take elements of the KS3 Science National Curriculum.

Key Stage 3

All Key stage 3 students are taught AQA Entry Level Science which covers a broad curriculum for Biology, Chemistry and Physics. Each unit is based on the AQA Single Science GCSE and comprises of scientific skills and mathematical requirements in all three disciplines.

There are 6 units in total. Three taught in year 1 for a single award and three taught in year 2 for a double award.

An assessment is given at the start of each unit to determine prior understanding and knowledge which is then used to inform future planning. Summative assessment is in the form of an end of unit test. Where appropriate a GCSE assessment may be given to determine the level of planned work linked to the AQA GCSE specification.

Key Stage 4

All Key Stage 4 students are taught GCSE Biology from the AQA specification. The course comprises of Biology content, scientific skills and mathematical requirements. The skills and mathematical requirements are intertwined with the Biology content being delivered. There are 7 units across the course which also contain 10 required practical activities which the students must complete.

Summative Assessment

Summative assessment is in the format of end of unit assessments which cover a range of questions based on the content delivered for that unit, as well as scientific skills. The questions are a mixture of multiple choice as well as questions which need a longer explanation or justification answer. These assessments contain questions from past papers sat in a previous exam series.

The assessment is also given at the start of the unit to determine prior understanding of each student. Specific feedback for each question from this assessment is not given, but is used for planning purposes.

For each assessment, a percentage is calculated, and a GCSE grade is given. The teacher uses GCSE grade boundaries from the previous year. Students are also made aware if their grade is in line with their KS4 target grade.

Centralised Data Sheet

Data for each assessment (pre and post unit) is recorded on a centralised spreadsheet for Science. From the data, progress is determined for individual students as well as identified targeted interventions where necessary.

Books/Folder

Exercise books or folders are used in Science to record the learning taking place. The start of each unit is indicated with a unit summary sheet. This highlights the content covered in that unit, as well as any required practicals or key mathematical equations.

Tracker Sheets

The tracker sheet that is used in all subjects can be found at the front of student's books/folders. There is also a second tracker at the back of each book/folder which covers the Mathematical requirements.

Moderation

In line with other subjects, moderation for Science takes place half termly. Members of staff moderate 3 end of unit assessments from another teacher delivering Science. The scripts will have already been marked, but these marks are not evident for the moderator to see.

In addition to this, each member of staff moderates 3 books or folders to ensure next steps are challenging students and specifications are being fully delivered.

Moderation is recorded on a centralised spreadsheet so discussions around the process can be held between staff and next steps can be implemented where necessary.

English Literature

Baselining

Due to the nature of the course, it is difficult to take a baseline at the beginning of teaching each novel, play or poem because the assessment criteria relies on students knowing the full text. For this reason, the baseline in English Language is taken as a starting grade until the first summative assessment has taken place.

Summative Assessment

After teaching a proportion of each text, a summative assessment is completed through an exam-style question. This forms their baseline grade for English Literature for that text. Periodically, throughout the learning, students are given further summative assessments through exam-style questions in order to assess development of knowledge and understanding of the text as a whole. Overall, a minimum of 3 assessments are completed per text.

For each assessment, a percentage is calculated. A grade is given followed by strengths and next steps and a discussion occurs outlining what band their work is marked in and how to develop to the next level. The teacher uses AQA GCSE grade boundaries and mark schemes from previous exam series.

Summative assessments are kept at the back of a student's folder in an 'assessment' section to allow for ease of comparison.

Data Collection

Data for each assessment is recorded through online individual teacher's mark books. This enables the teacher to determine individual student progress and identifies targeted interventions where necessary.

Mock Exams

Mock exams take place each year for each year group. Year 11 sit formal exams under exam conditions using access arrangements in spring 1 of year 11 and Year 10 take place in summer 2. Students are given parts of previous exam papers reflecting the texts taught at that time. All responses are marked using AQA mark schemes.

Moderation

English teachers meet once every half term to view and discuss students assessed work. Each moderation cycle rotates around the cohort of learners. Discussions at moderation meetings are minuted.

At present, external moderation has not been available, but the department continues to seek a mainstream school to assist with this process once per year.

Art, Craft and Design

Connect

Connect follows the AQA Unit Award Scheme. Students have their achievements formally recognised with a certificate for each unit successfully completed. Once an outcome is achieved, it is signed off on a summary sheet provided by AQA.

Summative assessment is in the form of an end of unit final piece. Students complete each outcome in order to achieve the award.

Key Stage 3

Drawing, painting, sculpture, photography and other Art, Craft and Design techniques taken from the Key Stage 3 National Curriculum are taught to years 8 and 9. The principle focus of this teaching is to develop skills which will be expanded into key stage 4.

Summative assessment is in the form of an end of unit final piece. This is marked using the GCSE specification marking criteria.

For both groups, data for each end of unit piece is recorded on a centralised spreadsheet for Art, Craft and Design. Progress and targeted intervention is determined for individual students using this data source.

Key Stage 4

Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

Summative Assessment

In order to develop students understanding of the exam unit, exam questions from past papers are used throughout the course. The summative assessment is in the form of an end of term assessment, which is generated from a starting point from a previous exam question.

For each assessment, a percentage is calculated, and a GCSE grade is given. The teacher uses GCSE grade boundaries from the previous year. Students are made aware if their grade is in line with their KS4 target grade.

Tracker Grids

Tracker grids are completed for each student based on the progress being made towards the artistic skills which are included in the course specification. This tracker grid indicates the progress made in each skill, how the student can develop further and allows for identified areas to have a focus in additional lessons where necessary. The trackers are dated when the learning is evidenced and are stored in a centralised folder and shared with students through discussions in lessons.

Moderation

In line with other subjects, moderation for Art, Craft and Design takes place half termly. Members of staff moderate 3 end of unit assessments from another teacher delivering Art, Craft and Design. Each member of staff moderates 3 sketchbooks to ensure next steps are challenging students and specifications are being fully delivered. Moderation is recorded on a centralised spreadsheet so discussions around the process can be held between staff and next steps can be implemented where necessary.

Music at KS3

Baselining

To determine prior understanding, ability and proficiency, at the start of each year, students carry out a project that involves a demonstration of their current performing, composing and listening/appraising skills. This acts as a baseline which is used to measure and evidence progress in future projects.

Summative Assessment

Students are asked to demonstrate progress in their performance and composition pieces to peers, their teacher and LSA. To aid with feedback, the 'audience' may discuss the pieces in relation to the Assessment Criteria from a revised/reduced version of the OCR GCSE specification, as amended by the current teacher.

Summative assessment (for practical work) is in the form of recordings from their half-termly project pieces. In addition, students demonstrate listening and appraising skills via listening tests throughout certain projects and/or research presentations in the form of powerpoints.

With regards to the assessment of the half-termly projects, the performance pieces are marked with a set of individual scores, including difficulty number in some instances, which are totalled. There is a similar assessment system for compositions.

For the listening/appraising marks from a project, these are totalled. A project that contains performing, composing and listening/appraising is weighted 30%, 30% and 40% respectively.

For a project that contains just performing and composing, the weighting is 50% and 50%.

For a project that contains either performing and listening/appraising or composing and listening/appraising, the weighting is 60% and 40%.

The total % mark is converted to a GCSE grade, using the grade boundaries from the previous year.

Data Collection

Data from each assessment is recorded on a centralised Music department spreadsheet and is also available on a detailed feedback sheet for students to keep in their books after each project.

A Tracker sheet has been developed for the KS3 projects.

Data is collected on a half termly basis, as per the Attic policy, and all the above, as well as book work completed, is used to make a judgement on whether the student is likely to meet their end of Key Stage 4 target grade.

Recordings of rehearsals and performances of pieces are stored in a central online mp3/logic/garageband or similar file.

Moderation

Although there is only one teacher of music in the school, the music teacher and the LSA meet once each half term to view and discuss three KS3 students' work, by way of moderation.

Music at Key Stage 4

Summative Assessment

Students are asked to demonstrate progress in their performance and composition pieces to peers, their teacher and LSA. To aid with feedback, the 'audience' discusses the pieces in relation to the Assessment Criteria from either the GCSE specification or the chosen graded exam specification.

Summative assessment for the listening paper is in the form of end of unit assessments using exam questions from past papers. Summative assessment for practical work is in the form of recordings of their proposed pieces that will form all their coursework submissions. In addition, students who wish to be entered for the graded exams will complete the practical test at an examination centre of the particular board.

To determine prior understanding, ability and proficiency, at the start of each performance project, students may be required to attempt a sight-reading test, of similar standard to their proposed chosen performance pieces. This helps to ascertain the correct difficulty factor, as indicated by the exam board. A short written assessment is given to each student at the start of a compositional project to ascertain the levels of musical knowledge required to complete the project successfully. An assessment of musical knowledge found in the specific areas of the listening paper is tested before and after the topic is taught using past exam questions.

With regards assessment of the coursework submissions, the OCR GCSE Music marking schemes are used e.g. the performance pieces are marked with a set of individual scores, including difficulty number, which are totalled; the composition pieces are marked using

scores within bands of marks; the listening paper is marked with a total score from all questions.

When feeding back marks to students, it is likely that the complete score for individual components (performing, composing, listening/appraising) are converted to a GCSE grade. However, a total GCSE grade of all components together is given, using the exam board weighting of 30%, 30%, 40%. Students are also made aware of their grade in line with their KS4 target grade.

For the graded exams, the assessment is externally marked (pass to distinction) but students are given at least 2 mock exams before their actual exam to ascertain probable outcomes. Feedback from mocks should encourage students to improve potential levels.

Data Collection

Data from each assessment is recorded on a centralised Music department spreadsheet and is also available on a detailed feedback sheet for students to keep in their books after each project.

Tracker sheets have been developed for the GCSE course. A tracker sheet for the graded exams is currently in the development stages.

Moderation

Although there is only one teacher of music in the school, the music teacher and the LSA will meet once each half term to view and discuss three KS4 students' work, by way of moderation.

During February of the final (exam) year, it is the intention of the music teacher to request a moderation session with the Head of Music at Bungay Hugh School, to check marking for coursework submissions.

Cooking and Nutrition

Baselining

Baseline assessments are given at the start of each unit to determine prior understanding of each student. This can be of varying levels due to the nature of the student's previous education experience. Specific feedback for each question from this assessment is not given, but is used for planning purposes.

Summative Assessment

Summative assessment are in the form of end of unit assessments that cover a range of questions based on the knowledge content delivered for that unit. The questions range from listing and naming through to describing and those which need a longer explanation or justification answer.

At the beginning of each half term, skill targets are given to each student based on teacher assessment during previous practical tasks.

BTEC Internal Verification Process

Students are working to complete a BTEC Level 1 in Home Cooking skills by the end of year 9. As additional evidence, the teacher observes students completing skills and records their safe completion. At the end of the year, students complete an assignment with a formal BTEC Assignment Brief and plan, prepare and cook a one course meal. This is assessed by the teacher and then verified both internally by an Interval Verifier and externally by a Standards Verifier.

Data Collection

Data for each assessment (pre and post unit) is recorded on a centralised spreadsheet for Cooking and Nutrition. This identifies and determines 1-2-1 intervention that is required.

Progress Tracking Grids

Tracker sheets are completed for each student based on the progress being made towards the Cooking and Nutrition skills and knowledge. This tracker grid indicates the progress made in each skill, how the student can develop further and allows for identified areas to have a focus in additional lessons where necessary. The grid is dated when the learning is evidenced. The grids are kept in a centralised folder but shared with students through discussions in lessons.

Clear ring binder folders are used to Cooking and Nutrition to record the learning taking place. The ring binder is divided into specification criteria with a divider displaying the criteria to be covered. This details the objectives and skills covered for each criteria, how they link to the National Curriculum and data from their Pre and Post knowledge and skills assessment for the students to see. It is within this folder that individual student's data sheets can be found. This sheet is discussed, in lessons, with students so they can take ownership of their outcomes, targets and progress.

Moderation

As there are two Cooking and Nutrition teachers on site, once per half term, they meet to discuss the progress in student folders and assessments completed by reviewing a minimum of 3 students work. The standard moderation form is then completed.

Function Skills ICT

This subject uses practical exercises to underpin theoretical knowledge - this is used to inform formative assessments. Regularly throughout the course and when appropriate, past papers are used at the end of units to inform summative assessment.

Marked papers for each topic are returned to students with feedback in order for them to understand what areas they require further support and practice in so they can develop their knowledge and skills further.

All assessment results are recorded in a teacher's mark book and data (formative and summative) over the half term informs the data capture grade.

When ready, students sit the Functional Skills paper online. They have opportunities to re-sit if required.

Physical Education

Assessment of student progress is documented on a tracking spreadsheet kept in a centralised area. On the tracking spreadsheet, students are RAG rated against the skills and aims from the PE National Curriculum for their Key Stage. Each RAG rating is accompanied by comments on what is going well and the next steps for progression in each area.

KS3 National Curriculum	Student/Rag Rating/Comments/Next Steps			
	ANC	CM	JS	MC
Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]				
Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]				
Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group				
Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best				
Take part in competitive sports and activities outside school through community links or sports clubs.				

BTEC Sport

Baselining

Assessments are given at the start of each new unit to determine prior understanding of each student. Their understanding and level of ability can vary greatly due to the nature of the student's and their previous education experience. Specific feedback for each

question from the assessments is not given, but the outcomes are used for planning purposes and to indicate a starting point.

Summative Assessment

Summative assessment is in the form of end of unit assessments which cover a range of questions based on the knowledge and content delivered for that unit. The questions range from listing and naming through to describing and those which need a longer explanation or justification answer.

Personalised subject targets are given to each student at the beginning of each half term based on teacher assessment.

Data Collection

Data for each assessment (pre and post unit) is recorded on a centralised spreadsheet for BTEC Sport. From this, progress can be determined for individual students and it is also used to identify any targeted interventions that are required.

Tracking Sheets

Tracker sheets are completed for each student based on the progress being made towards their KS4 target grade. This tracker grid indicates the progress made in each unit, how the student can develop further and allows for identified areas to have a focus in additional lessons where necessary. The grid is dated when the learning is evidenced and are kept in a centralised folder, but shared with students through discussions in lessons.

BTEC Internal Verification Process

Students are working to complete a BTEC Level 1/2 First Award in Sport by the end of year 11. There are four units to be assessed. Unit 1: Fitness for Sport and Exercise is an onscreen test that is marked by Pearson. The remaining three units are assessed using written assignments and filmed practical activities to evidence practical skills. For each assessment, a grade of NYA, pass, merit and distinction is awarded in line with the grading criteria on each assignment brief.

At the end of each unit, the body of work is submitted and marked by the class teacher. The work is then verified by an internal Verifier. One unit of work is submitted to an external Standards Verifier to check quality and process.

Moderation:

All assignments are all internally verified by a member of the Curriculum and Assessment team at The Attic School.

Land-based studies

Connect & KS3

Formative assessment is completed through the means of summary sheets at the end of each lesson. Each sheet includes a teacher comment on observed progress and forms the initial assessment of skills.

Skills are taken from the Attic Land-based Studies Overview and the BTEC Certificate in Land-based Studies specification to allow for progression. Teachers also assess skills based on biological elements of the AQA entry level certificate.

Summative assessments are a combination of teacher observations of skills and teacher devised quizzes in conjunction with the BTEC Certificate in Land-based Studies skills.

Year 10 & 11

Students in Year 10 and 11 are studying either the BTEC Introductory Certificate in Land-based Studies or BTEC Introductory Award in Land-based Skills. Teachers assess skills using assignments which are conducted throughout the year. Each course has specific units to cover.

Initially, skills are assessed through formative assessment in a similar structure to that in KS3 (see above). Towards the end of year 10, they move on to being assessed using assignment briefs and criteria set out by Pearson in the specification.

BTEC Internal Verification Process

Students who are working towards a formal qualification have either 2 (award) or 5 (certificate) units to complete. The work is submitted through coursework and each unit has an interim period of feedback and a resubmission opportunity. The work is evidenced through worksheets, observation forms, summary sheets, videos and photographs. For each assessment, a grade of NYA, pass, merit and distinction is awarded in line with the grading criteria on each assignment brief.

At the end of each unit, the body of work is submitted and marked by the class teacher. The work is then verified by an internal Verifier. One unit of work is submitted to an external Standards Verifier to check quality and process.

Moderation:

All assignments are all internally verified by a member of the Curriculum and Assessment team at The Attic School.

Keyworker/Intervention

Students have three lessons per week as keyworker/intervention time. Teachers complete a Keyworker tracker which captures the activity completed and the reason for this, the impact and next steps.

Keyword Tracking							
Date	Details of Intervention/Activity	Reason (if not BESST/RA)	BESST Strands targeted	RA strands targeted	RAG Rate Session	Impact	Next Steps
9.11.20	Watch Newsround	Discussion of American Politics following the US Election	Active Listening. Build positive relationships among form group.			Good discussion techniques within the group.	
10.11.20	Discussion around Psychology of murderers etc and what happens to them in prison.	Question brought up by a student	Active Listening. Build positive relationships among form group.			Struggled with listening to other students. Was a little immature around the male student in the class.	
12.11.10	PPT to introduce and discuss Human Hungers - TA 101		Emotional development			Great discussion, positive.	Begin to recognise and notice positive and negative 'strokes'
16.11.20	Chose to continue with maths revision.	To improve grades to achieve entry to 6th Form	Teaching and Learning			Great personal skills. Time management and organisation.	
17.11.20	Drug Awareness with AB.	Student conversations.				White board display showing what was learnt. Surprised that there were so many different drug	

The Keyword Tracker supports staff when completing individual Pupil Action Plans at the end of each half term. They can refer to this tracker as evidence, use it for reflection and draw on it as they assess the progress towards each target set.

RSHE

Relationships education is taught throughout all of the key stages every year at an appropriate level with consideration given to prior attainment and understanding. This will be established, but not limited to topic specific quizzes, scaling before and after a topic has been taught, developing mind maps of current knowledge at the start, during and end of a topic, teacher contribution statements where the lesson has been discussion based.

Relationship and health education is introduced at key stage 2 in their Primary School setting and carried on through key stages 3 and 4 with the addition of sex education. In key stages 3 and 4, The Attic PRU uses a combination of programmes that have been quality assured by the PSHE Association which also includes the PSHE Association's programme of study document which covers key concepts, skills

and topics at different key stages which should be covered as part of a comprehensive programme.

Assessment:

Teaching and learning of RSHE is assessed by, but not limited to:

- Student self-assessment
- Teacher assessment
- Peer assessment
- Strategic questioning

Monitoring:

The RSHE programme is monitored by, but not limited to:

- The quality assurance cycle
- Teacher monitoring
- Student feedback
- Parent / Carer feedback
- Termly meeting for those who deliver RSHE