

ADT ASSESSMENT

KS3

All students have mentoring folders which contain flight paths, achievement records and end of rotation booklets. On completion of each rotation students plot their personal progress from subject specific assessments, respond and transfer targets into their mentor files. This ensures that all assessment information is kept in a central place.

Mentoring sessions- typically 2 lessons are set aside, at the end of each rotation, to allow students to discuss progress with their teacher mentors- setting and reviewing targets. Issues are identified and intervention put into place. Mentors are responsible for meeting parents on parents evenings.

Each group has a staff file which contains student profiles, annotated seating plans, Intervention notes and a class cover sheet with WAG & effort grades - colour coded.

Students also complete an evaluation on each subject which provides ADT teachers feedback on the quality of provision.

Home learning is set and marked every other week. Students are issued with a list of tasks in their organisers. Home learning is marked with a strength and an area for improvement /question posed to develop or extend understanding.

Subject Areas-Art & Ceramics; Resistant materials; Catering; & Design

Work is formatively assessed every 3 weeks which involves self and peer assessment, target setting and teacher feedback and includes a WAG. This is recorded on the students' subject progress log.

Work is shared in a class critique when appropriate, to enable students do develop skills of expressing constructive criticism and to learn from each other. Students are positively rewarded for their contributions.

Summative assessment takes place at the end of each rotation which is a combination of self-evaluation and teacher assessment. Targets for improvement are set which are a combination of subject specific and a general design targets e.g. presentation

KS4

All students have folders which contain flight paths and Progress records – with WAG's and targets recorded every month. Students also respond to teacher comments on their Progress logs- This Records Progress over time.

All students have Student/teacher notes where they record advice and suggestions for development during individual lessons. This shows a student/teacher dialogue

Home learning is set weekly and marked with comments identifying a strength and an area for improvement All GCSE ADT areas have a WAG board which shows students photographs and target grades, positioned in the RAG rated colour band, these are moved following each track.

Art

All students chart the progress of a project with a checklist to ensure a full and equal coverage of the 4 Assessment objectives in Art.

Students are taught what evidence and content is required at various points throughout year 10 and 11 and practise this by marking past students' work against the set criteria as an introduction to year 11.

Summative assessment takes place at the end of each project in the form of a score and comment for each objective. Students are then given additional time to respond to teacher feedback. Projects are then re-submitted for marking.

Work is shared in a class critique to enable students do develop skills of expressing constructive criticism and to learn from each other. Students are positively rewarded for their contributions

Support and intervention is an ongoing process, with targets personalised and tasks set to meet the individual needs of each student. Presently, additional intervention is divided into two groups

Catch up (grade 3's to 4's) and Master class (grades 6 to 7+)

All coursework and Externally set exams are moderated in school prior to exam board moderation.

Resistant Materials KS4:

All students present coursework in a display folder, with accompanying checklists which relate to the Assessment Objectives. All practical work underpins theory based knowledge.

Exemplar coursework folders are used to inform students of requirements and attainment.

Summative assessment takes place at the end of each project which is marked against Assessment Objectives. Feedback consists of marks, WAG, written and verbal feedback.

Interventions are carried out throughout year 10 and year 11. Sessions after school run to support these students.

Theory lessons.

Students practise on past papers. These are marked against the exam criteria and mark scheme. Teacher assessment takes place, papers are marked with feedback and used in the lesson for peer assessment with answers shared and discussed.

Course work is 50% of final mark and the other 50% is a 2-hour exam in year 11.

Hospitality and Catering KS4:

Vocational course BTECH Level1 &Level 2

Formative assessment : as above

Summative assessment:

Practical work is assessed on the following areas; Skills, Independence, presentation, health and safety. with students receiving marks and written feedback which is discussed and targets set. Students are given written feedback and a mark in line with BTECH scoring: Distinction * Distinction Merit Pass level 2, Pass level 1

Theory lessons.

Students practise on past papers these are marked against the exam criteria and mark scheme. Teacher assessment takes place, papers are marked with feedback and used in the lesson for peer assessment with answers shared and discussed.