



Harrow Way

Community School

Learning for life, success for all



Assessment

SCIENCE

Science Department Assessment Principles

At Harrow Way we believe that assessment is a core element in the process of learning and takes two distinct forms; formative and summative assessment. The process of learning is defined as a change in long term memory and assessment enables teachers to establish whether a change in long term memory has occurred and where there are gaps in students' knowledge.

Formative assessment is an ongoing process that will take place in every lesson. This is more simply referred to as 'assessment for learning'. Learning is a process which is supported by formative assessment.

Summative assessment can be more simply defined as 'assessment of learning'. This process happens in order that teachers can establish what students' have learned following a sequence of lessons, at the end of a topic, unit, term or academic year.

Assessment in the Science department

Formative assessment	
Which methods of formative assessment have you chosen to use in your subject area?	<p>Mid topic assessments Based on a long answer question (LAQ) and a working scientifically skills question</p> <p><u>Low stakes - Topic</u> Do Nows/ retrieval task / True /false Check quiz at end or part way through / white boards</p> <p><u>Inter topic spaced retrieval</u> Based on previous subject/topic</p> <p><u>Exam question practice</u> KS4</p>
How does KS3 differ from KS4?	More exam practice questions
Why do you think these methods are best suited to your subject and how do you know they are successful?	<p>Mid topic assessment</p> <p><u>LAQ</u> - Provide information of understanding of the current topic. Students have the opportunity to show in depth knowledge of the subject. - feedback and opportunities to improve work are given</p> <p><u>Working scientifically</u> provides information on skills that can be applied across all 3 disciplines (Biology/chemistry/physics) - feedback given on how to transfer skills to any question</p> <p><u>Low stakes</u> These shorter assessments provide information on understanding of the current topic and links to previous topics.</p> <p><u>Intertopic spaced retrieval</u> -Questions set provides information for a spaced retrieval lesson on a previous subject. Practice exam questions to assess the whole lesson / topic content to make links between different areas.</p> <p>All of the above inform on future planning</p>

Summative assessment	
How does summative assessment work in your subject area? Are you assessing Disciplinary knowledge/ Substantive knowledge/ Practical skills/ Processes?	End of topic test (about every 3 weeks) tests topic knowledge- assesses both content and disciplinary MTA - in the middle of topic to assess a particular content or skill for that topic
Brief details about KS3 and KS4 assessment points. What is being assessed and what is the intended outcome?	Identify areas of weakness / /strength - opportunity to consolidate knowledge. Tackling misconceptions with end of topic tests. Feedback and opportunities for improvement is given for each end of topic test
What do you do with the information that you collect from these assessments?	Data from the end of topic tests and MTA are recorded centrally. Information is used to identify gaps in knowledge and future planning of those areas for retrieval. Information is also used to determine the tier the students is to sit at KS4