



## Science handbook...Assessment and reporting policy

### Rationale

Assessment is a means of monitoring the progress of each pupil. It should give the department and pupil something to show for the work undertaken and be a monitoring influence for further study.

### Purpose

- Assessment procedures should reflect the pupil's progress in science.
- Assessment should enable reporting to parents to give credit to specific things that pupils know and can do over a range of contexts and activities.
- Assessment should enable pupils and teachers to diagnose specific problems and employ remedial action where necessary.
- Assessment can be used as an evaluation of the effectiveness of schemes of work and the teaching of those schemes.

### Broad Guidelines

- Assessment procedures and their timing need to be mindful of the National Curriculum.
- Assessment should also include self-assessment by the pupil.
- There is need for a process of gathering and recording information. Reports should be clear and understandable to parents and should reflect the specific requirements of science.
- Assessment procedures should not favour or disadvantage a pupil because of his ethnicity, gender, SEN or cultural and social background.
- All assessment information about a pupil should be treated as confidential and confined to those who need to know in order to help the pupil.

- **Assessment procedures should be monitored across the department to give uniformity of standard and practice.**
- **Assessment procedures must be manageable for all concerned.**

## **Key Stage 3**

**For each module studied there is an end of module test which will be recorded by the class teacher and the student in their record folder as a level. Prior to the end of the module test the pupil will undertake a revision quiz either as a homework or class revision. The class revision will enforce/formalise good practice regarding revision techniques.**

- **All end of unit tests will be recorded as a bar chart on the pupil record card (under review). These cards will provide a quick visual record which will facilitate pupils, parents and teachers regarding progress.**
- **All completed exercise books and any other work which may make up part of a portfolio are kept in the pupil folder.**
- **All class work and homework is marked on a regular basis and awarded an attainment and effort grade in line with the whole school policy.**

## **Key Stage 4**

**For each module studied in year 10 there is a mock exam set by the department and an external exam which contributes towards their final GCSE examinations. All results are recorded in the pupil record folder as are their coursework marks.**

- **Revision for this exam is via class revision with practice questions supplied by the exam board.**
- **The 6 modules studied in year 11 are tested by the Terminal exam via timed written exams. The year 11's are given mock examination to ascertain the level they have achieved.**
- **Revision for year 11 is via after school classes concentrating initially on aspects of learned year 10 work required for the Terminal exam. At the start of the third term there will be a weekly revision lesson in class focusing on exam technique and completing exam questions. There is also an Easter Revision programme.**

## **Reporting to parents**

### **Introduction**

**Parents and pupils should be given a school subject specific report in line with school guidelines. These reports feedback progress over the year for parents and pupils towards their academic and pastoral targets. It is also an ideal mechanism to raise concerns about a students progress, behaviour or attitude. This is also strengthened and supported by the many parents evening the school holds for each year.**

### **PURPOSE**

- To develop a system of recording and relaying information to HODs, SMT parents and pupils.
- To devise a system of communication between the science teacher and parents on their academic progress towards their predicted levels (KS3 & 4)
- To raise concerns about effort, progress behaviour in the classroom environment.
- To give positive feedback where pupils persistently perform well.

## Guidelines

The table below summarises graded of pupil progress, effort, homework, organisation and behaviour. In addition, a coherent comment including these areas and future targets should be written by each member of staff. Comments need to be at least 300 characters long and including 4 appropriate targets. Teachers should also refer to mark books, pupil work, IEP and SEN supporting material whilst reporting on pupils.

<b>Pupil progress</b>	<b>Meaning</b>
<b>+</b>	Working above predicted level.
<b>-</b>	Working at current level.
<b>=</b>	Working below predicted level.
<b>Effort</b>	
<b>Excellent</b>	Always try hard put maximum effort.
<b>Very good</b>	Tries hard most of the time and puts in additional effort.
<b>Good</b>	Puts in sufficient effort to complete the work set.
<b>Average</b>	Often fails to put in the effort required.
<b>Below Average</b>	Rarely works to the best of his/her abilities.
<b>Homework</b>	
<b>Excellent</b>	Always completes homework to a very high standard.
<b>Very good</b>	Completes homework most of the time and to a good standard.
<b>Good</b>	Completes it most of the time but not always to a good standard.
<b>Average</b>	Has failed to complete or hand in homework on a number of occasions.
<b>Below Average</b>	Rarely completes or hands in homework.
<b>Organisation</b>	
<b>Excellent</b>	Is always well equipped for each lesson or activity.
<b>Very good</b>	Is well equipped most of the time for each lessons or activity.
<b>Good</b>	Sometimes has incorrect equipment for lessons.
<b>Average</b>	Often has insufficient equipment to compete lessons or activity.
<b>Below Average</b>	Rarely equipped for each lessons or activity.
<b>Behaviour</b>	
<b>Excellent</b>	Is always well behaved, polite and on task during lessons. A pleasure to teach.
<b>Very good</b>	Is mostly well behaved during lessons. Mostly polite and on task during activities.
<b>Good</b>	Often well behaved during lessons. Some improvements.
<b>Average</b>	Often misbehaves during lessons impacting on progress and attainment. Can sometimes be aggressive rude and argumentative.
<b>Below Average</b>	Rarely behave well disrupting their own learning and the learning of other. Can be aggressive rude and argumentative.