



SWA SCIENCE FEEDBACK EXPECTATIONS

YR 9/KEY STAGE 3	YR 10 & 11/KEY STAGE 4	YR 12 & 13/KEY STAGE 5
<p>Verbal: Ongoing and throughout lessons. Immediately implemented live during lesson tasks. Feedback stamps used in pupils' books, students record comments and respond.</p>	<p>Verbal: Ongoing and throughout lessons. Immediately implemented live during lesson tasks. Feedback stamps used in pupils' books, students record comments and respond.</p>	<p>Biology KS5 Verbal: circulating during activities in class and giving constant feedback and addressing misconceptions. Chemistry KS5 Verbal: Ongoing and throughout lessons. Immediately implemented during lesson tasks. Physics KS5 Verbal: Ongoing and throughout. Feedback stamp used in students work and students encouraged to attempt questions on the board to build confidence and verbal feedback from class and teacher.</p>
<p>Ongoing: retrieval quizzes, are peer and self-marked in starters. Whole class feedback is used to address any misconceptions and pupils green pen their work. At least once a cycle.</p>	<p>Ongoing: retrieval quizzes, are peer and self-marked in starters. Whole class feedback is used to address any misconceptions and pupils green pen their work. At least once a cycle.</p>	<p>Biology KS5Ongoing: constant use of exam questions and feedback using markschemes, both self and peer assessed in class. Chemistry KS5 Lesson Notes and Homework: A-Level students use folders for lesson notes. These folders are checked by teachers regularly (for accuracy, organisation and standards). Homework is checked, and feedback is given. All yr12/13 students are given a 'prep task' booklet where students can work independently on a selection of exam questions. These booklets are</p>



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		<p>arranged in the order of the specification to make it easier to understand the layout of the course</p> <p>Physics KS5 Ongoing: Peer and self marking, knowledge starters, whole class feedback to address misconceptions and ‘bigger’ picture concepts to develop cognitive skills. Majority of the time.</p>
<p>Formative Assessment: 2 differentiated assessments each half term focussed on topics being taught and exam style questions. One to be teacher marked, coded strategies for students to write in books plus teacher comments. The second will be peer marked using the same strategy. Quality MRI time given in lessons to improve. All assessment are in a separate booklet that will be kept in school.</p>	<p>Formative Assessment: 2 differentiated assessments each half term focussed on topics being taught and exam style questions. One to be teacher marked, coded strategies for students to write in books plus teacher comments. The second will be peer marked using the same strategy. Quality MRI time given in lessons to improve. All assessment are in a separate booklet that will be kept in school.</p>	<p>Biology KS5 Formative assessment: Analysis question to be used, topic based, students to describe, explain and evaluate the data. Teacher to mark this once a half term with a WW and EBI, then MRI. Assessments to be kept in class.</p> <p>Chemistry KS5 Formative Assessment: to be completed once per half term and needs to be on a ‘substantial’ piece of work, e.g. required practical write up, mini test, mock exam, etc. Not prescribed by HoS and left to teacher discretion. Quality MRI time given in lessons to improve. Assessments (with the exception of required practical write ups) are in a separate blue folder that will be kept in school.</p> <p>Physics KS5 Formative Assessment: at least two assessments a half term which encompasses a section on knowledge, questions on current topic and questions on everything taught so far with teacher feedback. Assessments will be stored in assessment folder and intervention placed to enable all students to progress.</p>
<p>Summative assessment: Once per half term. Consisting of multiple choice and long answer questions. Marks recorded on SIMs, Heads of Subject to analyse data and respond to support student intervention and teachers.</p>	<p>Summative assessment: Once per half term. Consisting of multiple choice and long answer questions. Marks recorded on SIMs, Heads of Subject to analyse data and respond to support student intervention and teachers.</p>	<p>Biology KS5 Summative assessment: every topic has a mid topic and end of topic assessment consisting of exam questions. This means that a summative assessment is delivered roughly every half term. Head of subject analyses percentage</p>



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		<p>scores and uses this to action interventions if appropriate.</p> <p>Chemistry KS5 Summative assessment: To be completed at the end of each mini topic and results recorded on shared marksheet.</p> <p>Physics KS5 Summative assessment: one per half term. Which will consist of students completing a full paper. Data will be recorded in sims and the data will be analysed with student intervention to enable students to progress.</p>
	<p>Mock Exams: Question by question marks to be recorded onto Merit which will generate analysis for cohort, classes and individual students. Reports to be shared with students. Focussed intervention.</p>	<p>Chemistry KS5 Mock Exams: In year 12, AS mock exams (x2) to be completed before AQA release secure papers into the public domain. Additional mock exam (IPE) to be completed when the year group do their mocks (Summer year 12). In year 13, mock exams (A-level papers) to be completed as soon as all content is delivered and well in advance of their actual exams.</p> <p>Physics KS5 Mock Exams: Students will sit full papers, based on stage of contents teaching and intervention placed to enable all students to progress.</p>