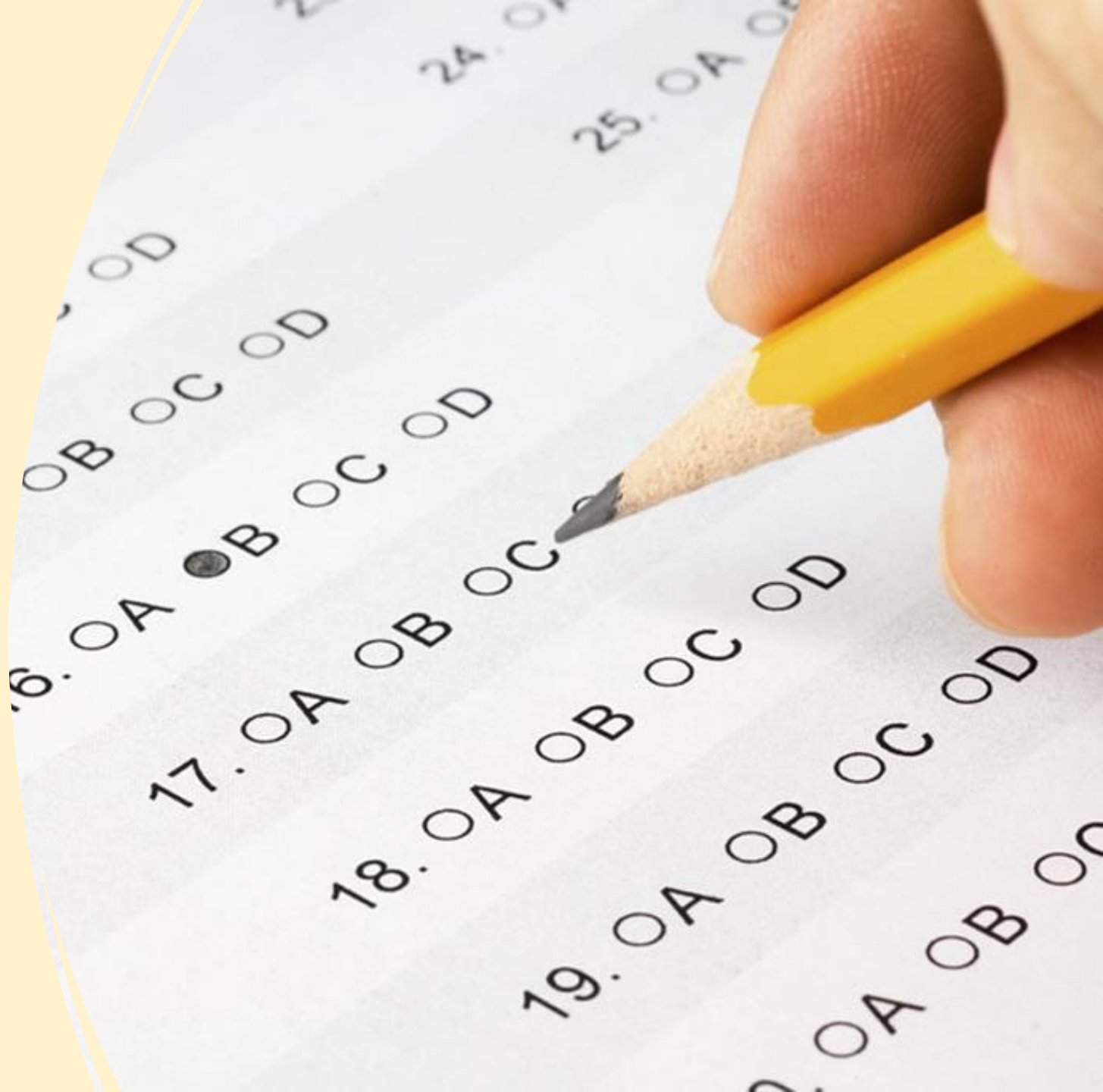


Welcome to Broadoak Academy

Assessment Event
Tuesday 28th November

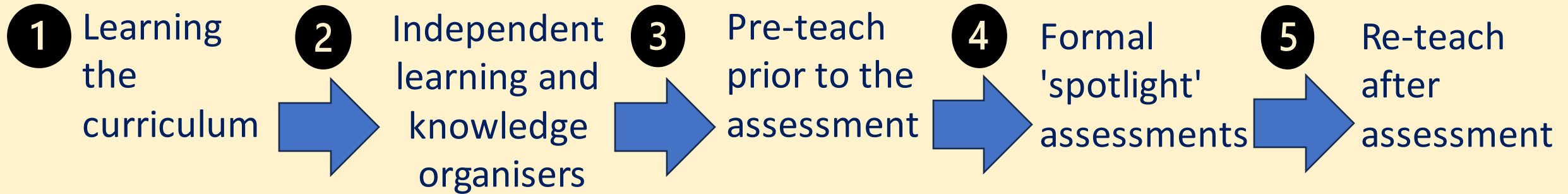




Aim tonight:

1. When will students be assessed formally?
2. How will students be assessed?
3. How will student assessments be reported?
4. How can you help?

The assessment process





Aim tonight:

- 1. When will students be assessed formally?**
2. How will students be assessed?
3. How will student assessments be reported?
4. How can you help?

When will students be assessed?

All students in Key Stage Three (7,8 & 9) will be formally assessed twice a year.

- **AP1 - 4th Dec - 20th Jan**
- **AP2 - 5th June - 30th June**

27 Nov	04 Dec	11 Dec	18 Dec	25 Dec	01 Jan	08 Jan	15 Jan



When will students be assessed?

Key principles:

- Students will complete assessments for each subject in normal lesson time allocation in usual classroom.
- Most assessments will take place over a double lesson.
- Students will not complete more than three assessments a day.



Aim tonight:

1. When will students be assessed formally?

2. How will students be assessed?

3. How will student assessments be reported?

4. How can you help?

Year 7 assessment overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Spotlight: How has the natural world inspired artists and designers? - Create a draft or design of a personal response to the theme and artist studied, using the skills explored during this unit. (Then developed into a final piece) /30.			Spotlight: How have other artists & craftspeople communicated their cultural heritage through the arts? - Create a draft or design of a personal response to the theme and artist studied, using the skills explored during this unit. (Then developed into a final piece) /30.		
Drama	Spotlight: Technique Toolkit - Multiple choice questions for numerical test /10			Spotlight: Live theatre evaluation - Live theatre evaluation for numerical assessment /15		
DT	Spotlight: What makes an effective design - Product analysis, redesign and evaluation in response to client needs /80			Spotlight: Product analysis, redesign and evaluation based on a medical need (Cutlery for someone with Cerebral Palsy) /80		
English	Spotlight: Unit 1: Telling tales Single mark questions (10 marks) + Reading (20 marks – AT1 & 5) /30			Spotlight: Great Expectations and The Tempest Unit 2-3 Single mark questions (15 marks) + Reading (20 marks – AT1 & 5) /35		
Geography	Spotlight: The Lake District - Numerical assessment including an extended piece on the opportunities and challenges of tourism /30			Spotlight: Russia - Numerical assessment including extended response on hard and soft engineering /30		
History	Spotlight: Medieval England 1066-1450? Case study: The Black Death 1348-49 Numerical assessment /25			Spotlight: What caused the Reformation in England? Numerical assessment /31		
Maths	Spotlight: Algebraic thinking - 45 minute written test, some Topic 1 questions included. Skills/Stretch –optional extra, 20 mins /46			Spotlight: Using shape - 2 x 45 minute written tests, some Topic 1 and 2 questions included; non-calc & calc. Skills/Stretch –optional extra, 20 mins; non-calc & calc.		
MFL	Spotlight: Reading and Listening: - Introductions and descriptions. In class activity /33			Spotlight: Free time: Families and Hobbies - Writing: Extended opinions. In class activity /51		
Music	Spotlight: Capture the spirit of carnival - performance assessment of rhythms in polyrhythmic piece, listening assessment 20 questions /20			Spotlight: Glastonbury - performance assessment in groups, listening assessment 20 questions /20		
PE	Spotlight: My movement and my knowledge - Ringo /10			Spotlight: My mentality and my actions - Rugby Rounders /10		
RE	Spotlight: Stories of the prophets – Is Moses a good role model? Shorter questions and then a judgement question /15			Spotlight: How relevant are teachings today? Shorter questions and then a judgement question /15		
Science	Spotlight: What are the building blocks of the universe? What forces act in the universe? How does our body use food? /45			Spotlight: How do reactions, and acids and alkalis affect us? How do invisible forces act? How do electrical devices work? /45		

Year 8 assessment overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Spotlight: Creating creatures and characters with personality - Create a draft or design of a personal response to the theme and artist studied, using the skills explored during this unit. (Then developed into a final piece) /30.			Spotlight: How have artists depicted the landscape through the language of art? - Create a draft or design of a personal response to the theme and artist studied, using the skills explored during this unit. (Then developed into a final piece)/30.		
Drama	Spotlight: How can we use our voice to create meaning? - Multiple choice questions for numerical test /10			Spotlight: Why do we need to tell stories? - Written evaluation of devised performance for numerical assessment /20		
DT	Spotlight: Product analysis, redesign and evaluation in response to client needs /80			Spotlight: Product analysis, redesign and evaluation based on a medical need (Potato peeler for Carpal Tunnel syndrome) /80		
English	Spotlight: Animal Farm - Single mark questions (10 marks) + Reading (20 marks – AT1 & 5) /30			Spotlight: Shakespeare, Romeo and Juliet - Single mark questions (15 marks) + Reading (20 marks – AT1 & 5) /35		
Geography	Spotlight: Studying the physical geography of Africa and the human interactions within an environment - Numerical assessment including an extended piece on the opportunities and challenges of tourism in the Savannah /30			Spotlight: Why do so many people live in hazardous areas? - Numerical assessment – test marked out of 30 – including extended answer on the extent to which rapid development has only created opportunities for China and India /30		
History	Spotlight: What factors have caused people to come to Britain? What have attitudes towards migrants been in Britain? - Numerical assessment /28			Spotlight: Impact of transatlantic enslavement and the British Empire - Numerical assessment /27		
Maths	Spotlight: Formalising Algebra - 45 minute written test, some Topic 1 questions included. Skills/Stretch – optional extra, 20 mins /39			Spotlight: Geometric Reasoning - 2 x 45 minute written tests, some Topic 1 and 2 questions included; non-calc & calc. Skills/Stretch – optional extra, 20 mins		
MFL	Spotlight: My home and town - Reading and listening: Food, drink and my home and town. In class activity /38			Spotlight: Past tense holidays - Writing: Holidays, past, present and future. In class activity /51		
Music	Spotlight: How has music narrated the struggle for equality? - performance assessment in groups. Listening assessment 20 questions			Spotlight: Glastonbury - group performance assessment. Listening assessment 20 questions		
PE	Spotlight: My movement and my knowledge - Benchball Dodgeball /10			Spotlight: My mentality and my actions – Yoshi /10		
RE	Spotlight: Hinduism: 'To live a good life Satya is the most important Hindu teaching' Shorter questions and then a judgement question /15			Spotlight: 'Religious practices are more important than religious beliefs' Shorter questions and then a judgement question /15		
Science	Spotlight: How do organisms get energy? How do we use waves for communication? /45			Spotlight: Why are plants so important for life on earth? How do organisms depend on each other? How can we conserve the earth and atmosphere? How rocks form our environment? How do we fit into the universe? /45		

Year 9 assessment overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Spotlight: Exploring the traditions, characteristics, & meaning of art in other cultures - Create a draft or design of a personal response to the theme and artist studied, using the skills explored during this unit. (Then developed into a final piece) /30.			Spotlight: Equity, Diversity, Inclusivity, Representation - - Create a draft or design of a personal response to the theme and artist studied, using the skills explored during this unit. (Then developed into a final piece) /30.		
Computing	Spotlight: Practical application of algorithms and programming techniques What is a computer network? - Numerical assessment written test /25			Spotlight: Data representation: How and why do computers understand data differently to us? - Numerical assessment written test /30		
Drama	Spotlight: Exploring Practitioners: Stanislavski, Brecht, Artaud, Frantic Assembly - Multiple choice questions for numerical test /10			Spotlight: Set Text: Describe, Explain, Analyse - Written questions for numerical assessment /24		
DT	Spotlight: Product analysis, redesign and evaluation in response to client needs. /80			Spotlight: Product analysis, redesign and evaluation based on a medical need (tin opener for client with Osteoarthritis). /80		
English	Spotlight: Modern Play: A View From the Bridge - Single mark questions (10 marks) + Reading (20 marks – AT1 & 5) /30			Spotlight: Shakespeare – The Merchant of Venice - Single mark questions (15 marks) + Reading (20 marks – AT1 & 5) /35		
Geography	Spotlight: How long can we exploit the earth’s resources? - Numerical assessment, including an extended: Somerset Levels DME with pre-release material /30.			Spotlight: What is the future of the planet? Global citizens - Numerical assessment, Including an extended response - ‘There is very little I can do to impact the sustainability of the planet’ Do you agree? Explain your answer. /30		
History	Spotlight: Who do we remember in World War One? - Numerical assessment /34			Spotlight: Review of the year, WWI, Naz Germany and 1960s Britain - Numerical assessment /33		
Maths	Spotlight: Working with data - - 45 minute written test, some Topic 1 questions included. Skills/Stretch – optional extra, 20mins. Calc /19. Non-calc /23			Spotlight: Scaling - 2 x 90 minute assessments on all content non-calc /80 & calc /80 Stretch – optional extra, on Higher content covered in Yr9, 45 mins, non-calc & calc.		
MFL	Spotlight: Leisure and free time - Writing: Technology use, leisure and future healthy living. In class activity /46			Spotlight: Geography, culture and festivals - Reading and listening: School, culture and festivals. In class activity /36		
Music	Spotlight: How can music tell my story? - composition of track using ICT. Listening assessment 20 questions			Spotlight: Live lounge - performance assessment of cover song. Listening assessment 20 questions		
PE	Spotlight: My movement and my knowledge – Capture the dodge /10			Spotlight: My mentality and my actions – Stump ball /10		
RE	Spotlight: Ethics: 'Only God should take a life' - Shorter questions and then a judgement question /15			Spotlight: Philosophy: 'There is no justification for nuclear weapons' - Shorter questions and then a judgement question /15		
Science	Spotlight: Atomic structure, periodic table, states of matter, mixtures. All working scientifically skills /40			Spotlight: Content: Forces and energy All working scientifically skills /40		

What type of questions will students need to answer?

English

Answer each question with a full sentence.

1. Define the term allegory.

2. Name one feature of a utopia.

3. Give one example of how the society in Animal Farm is a dystopia.

Read this extract from Animal Farm Chapter 10, when the pigs start to walk on two legs.

It was a pig walking on his hind legs.

Yes, it was Squealer. A little awkwardly, as though not quite used to supporting his considerable bulk in that position, but with perfect balance, he was strolling across the yard. And a moment later, out from the door of the farmhouse came a long file of pigs, all walking on their hind legs. Some did it better than others, one or two were even a trifle unsteady and looked as though they would have liked the support of a stick, but every one of them made his way right round the yard successfully. And finally there was a tremendous baying of dogs and a shrill crowing from the black cockerel, and out came Napoleon himself, majestically upright, casting haughty glances from side to side, and with his dogs gambolling round him.

He carried a whip in his trotter.

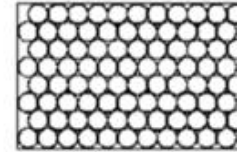
How does Orwell present the pigs and how they have changed in this extract?

You must write about:

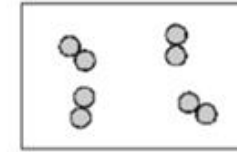
- The writer's choice of language and structural methods
- The writer's choice of words and phrases
- The writer's purpose (the effect of the choices and methods)

Science

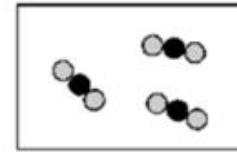
Q6. The diagrams represent the arrangement of atoms or molecules in four different substances, A, B, C and D.



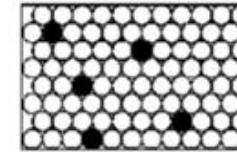
A



B



C



D

not to scale

Each of the circles, ○, ● and ● represents an atom of a different element.

(a) (i) Which substance is a compound? 1 mark

(ii) Which substance is a mixture? 1 mark

(iii) Which **two** substances are elements?
..... and 1 mark

(iv) Which **two** substances could be solids?
..... and 1 mark

(v) Which substance could be carbon dioxide? 1 mark



Aim tonight:

1. When will students be assessed formally?

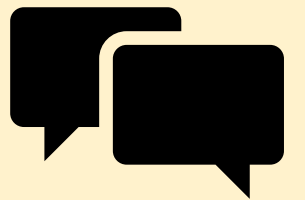
2. How will students be assessed?

3. How will student assessments be reported?

4. How can you help?



What is the difference between a spotlight and a floodlight?

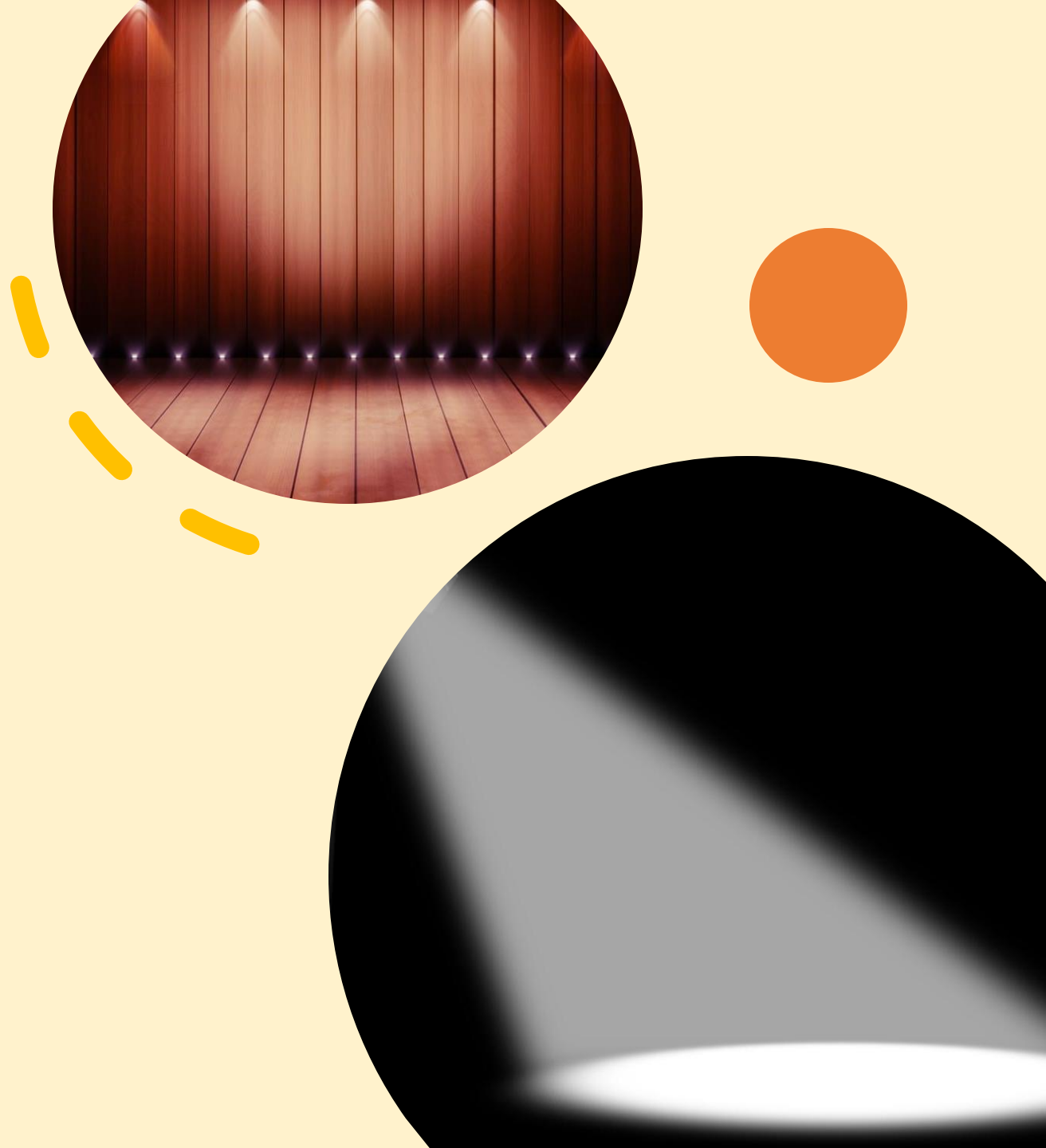


The difference between DOOYA and numerical spotlight assessments

*“one can use a spotlight to illuminate a small part of the stage very brightly, so that **one gets a very clear picture of what is happening in the illuminated area**, but one has no idea what is going on elsewhere...*

*Alternatively, one can use a floodlight to illuminate the whole stage, so that **we can get some idea what is going on across the whole stage**, but no clear detail anywhere...”*

Dylan Wiliam, 2001



What is the difference between a spotlight and a floodlight?

- **Spotlight:** Students will receive a percentage mark from the 'spotlight assessment'.
- **Floodlight:** Students will receive a 'DOOYA' grade from Term 1 and 2.

DOOYA Grading - Based on 'Age related expectations'

- **Deepening (D):** describes a child who has reached the year group expectation and is now taking this deeper into more abstract work.
- **On track/Working at current age-related expectation (O):** describes a child who is working at the age-related expectation and fulfils all the descriptors.
- **Yet to be on track (Y):** describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- **At an earlier stage in their learning journey (A):** describes a child who working at a level below the age related expectation, typically around a year behind.



Aim tonight:

1. When will students be assessed formally?
2. How will students be assessed?
3. How will student assessments be reported?
- 4. How can you help?**

How can you help?

1. Encourage use of the knowledge organisers.
2. Support revision and independent learning.
3. Check students know when and what the assessments are.



Name: _____



BROADOAK
ACADEMY

Knowledge Organisers



Term 2
Year 7

1. Forces

A force is a **push** or a **pull** that changes the **shape, speed** or **direction** of an object. You cannot see forces but you can see the effects of them.



The unit of force is the **Newton (N)** named after Sir Isaac Newton. He came up with many theories including those to do with gravity and the **three laws of motion**. We measure force using a piece of equipment called a Newton metre.



4. Balanced Forces

When we talk about the total force acting on an object we call this the **resultant force**. When the forces acting in opposite directions are the same magnitude (size) we say the forces are **balanced**.

This means one of two things:

1. The object is stationary (not moving)
2. The object is moving at a constant speed

For example, the vertical resultant force acting on the duck is $5N - 5N = 0N$

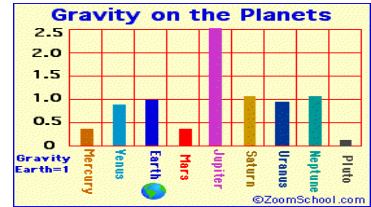


Submarine at constant speed and depth

6. Weight on different Planets

As planets have different masses a person's weight would be different depending on which planet they were on.

For example, a person's weight on Earth is 1000N. If that same person was on Jupiter, their weight would be 2500N.



2. Types of Force

Forces can be divided into two types: contact and non-contact.

1. Contact forces for example friction, are caused when two objects are in contact.
2. Other forces for example gravity, are non-contact forces. The two objects do not need to be in contact for the force to occur.

Examples of forces include **push, pull, friction, air resistance, water resistance, thrust, upthrust, reaction, weight, magnetism, gravity, lift and tension**.



KS3 Science
Forces

7. Hooke's Law

The **extension** of a material or a spring is its increase in length when pulled.

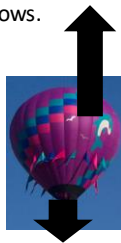
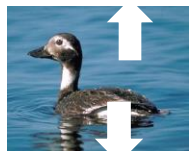
Hooke's Law says that **the extension of an elastic object is directly proportional to the force applied to it**.

In other words:

- if the force applied is doubled, the extension doubles
- if no force is applied, there is no extension

3. Force Diagrams

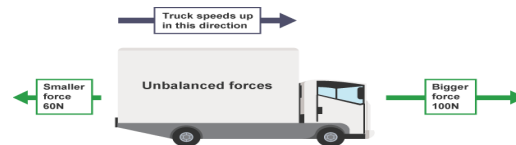
To show the forces acting on a body we use a free body force diagram. A **free body force diagram** shows all of the forces that are acting on the body. It has arrows that show the direction the force acts, the larger the arrow, the larger the force. A free body force diagram should always have labelled arrows.



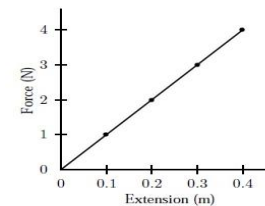
5. Unbalanced Forces

If the forces are unbalanced on an object there are two things that could happen:

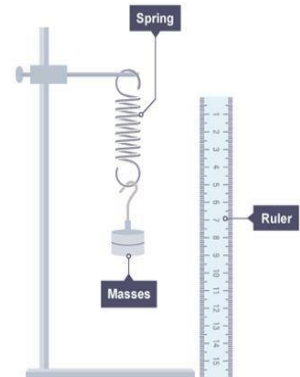
1. If the object is stationary then it will move in the direction of the resultant force
2. If the object is moving, then the object will speed up or slow down in the direction of the resultant force



7. Hooke's Law



The **extension** of a spring (m) is **directly proportional** to the **force** applied (N).



Name: _____



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Knowledge
Organisers



Term 2
Year 9



Year 9 Who do we remember in WW1?

Women



Conscientious
Objectors



Soldiers



Women took on a variety of jobs on the Western Front. The three main organisations were:



1. Queen Alexandra's Nurses

Who: Professional nurses

Roles: Medical support for British Army.

This meant: Survival and recovery of sick and injured soldiers to return to front.



2. VADs (Voluntary Aid Detachments)

Who: Red Cross volunteer nurses

Roles: Nursing, transport duties, organisation of auxiliary hospitals.

This meant: Men could be rehabilitated and sent back to the front.



3. WAAC (Women's Auxiliary Army Corps)

Who: Uniformed Non-combatant

Roles: Mechanical, clerical, cookery.

This meant it could free up men to fight.

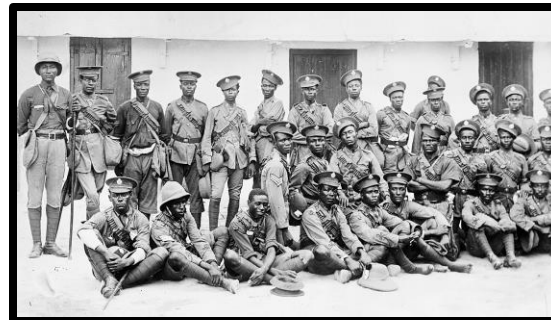
This was significant because it helped to treat men so that they could continue to fight.

Recruitment

Many recruitment posters were created to encourage Britain's to enlist in World War One. From 1916 conscription was introduced which made fighting compulsory for men between 18- 40 unless they were exempt.

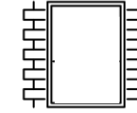
At the time of World War One (1914-1918), Britain had a large empire of countries and territories which it controlled.

During WWI, the British called upon over 3 million soldiers from all over their empire to fight. Troops from the empire played a significant role in the war effort and often faced dangerous conditions and discrimination. One example is the British West Indies regiment.



The British West Indies regiment

Many of these men have not been remembered in the same way as their British fellow soldiers despite making many sacrifices to help Britain win the war.



Pals Battalions

The government thought that fighting alongside friends and neighbours, rather than strangers, might encourage more men to join up. However, the negative impact of men joining from the same street and factories was huge. There were tragic consequences. Many men were injured or killed. This robbed entire communities of many of their men, and no new pals battalions were created after 1916.



Conscientious Objectors

Ordinary people would stop men who weren't in uniform as they walked down the street and ask why they were not in the services (army, navy and air force). Sometimes they even handed them white feathers, a sign of cowardice.



Independent learning booklets



**BROADOAK
ACADEMY**
Time Courage Choice

YEAR 7 – TERM 2

Independent learning booklet



**BROADOAK
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Time Courage Choice

YEAR 8 – TERM 2

Independent learning booklet



**BROADOAK
ACADEMY**
Time Courage Choice

YEAR 9 – TERM 2

Independent learning booklet

KS3 Independent study page



IN THIS SECTION

- Careers
- Curriculum Overview
- Library

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KS3 Independent Study

At Broadoak, homework is referred to as **Independent study**. This is work completed outside of the classroom, but not necessarily at home. For example, you may be given additional work at school.

Independent Study is linked to the curriculum and will focus on consolidating foundational knowledge and skills. Students will be given independent learning to complete each week by their subject teachers following the guidance outlined below:

Key stage	Core subjects (English, Maths, Science)	Additional subjects
KS3 (Year 7-9)	Once per week	Twice a term
KS4 (Year 10-11)	Once per week	Once per week

To support Independent Study and revision for assessments that will happen in all subjects in January

- Curriculum Overview
- Subject Overview
- Careers
- Library
- KS3 Independent Study**

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Thank you



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