



| Subject               | Tracking Assessment 1   |
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| <p><b>Art</b></p>     | <p><b>Description of Assessment:</b><br/>Pupils will be assessed on their ability to produce an animated portrait featuring a masked caricature and identifying their own personal skills and qualities. The theme for this topic is ‘masks don’t mask who we are’.</p> <p><b>Success Criteria: Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• produce a caricature masked portrait observing the using of line, colour and shape following the guidance on the Cassie Stephens video shown in class.</li> <li>• complete quality colouring using coloured pencil - using tonal shading and blending techniques- pupils may use other materials available to them i.e. markers.</li> <li>• produce a personal and creative response.</li> <li>• attempt quality craftsmanship.</li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• examples of good practise shown to all groups to show expectation of outcome.</li> <li>• must, should, could strategy employed.</li> <li>• differentiated resources in SOW.</li> </ul>  |
| <p><b>English</b></p> | <p><b>Description:</b><br/>Pupils will complete an extended piece of writing creative writing from a stimulus photograph. Pupils will previously have completed an extensive study of literary techniques and should include some of these in their writing.</p> <p><b>Success Criteria: Pupils should be able to:</b><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• make their writing interesting using the literary techniques studied in class – similes, metaphors, onomatopoeia, personification, alliteration – and any other techniques they can use</li> <li>• use accurate spelling, punctuation and grammar</li> <li>• structure writing in paragraphs</li> <li>• vary sentence openers</li> <li>• show, don’t tell in their writing</li> <li>• describe using senses to make writing engaging</li> <li>• demonstrate ability to check and correct their work</li> </ul> <p><b>Differentiation:</b><br/>Pupils will be given a copy of the task and success criteria. Pupils will be given oral prompts when necessary. Pupils will be given a writing frame when necessary.</p> |



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| <p><b>Geography</b></p>      | <p><b>Description of Assessment:</b><br/>Students will be expected to complete a class test incorporating literacy, numeracy and key geographic skills such as spatial awareness on the topic of “Rivers”. The questions will enable students to define key terms, describe river processes and landforms, label maps to locate named rivers in the UK and around the world and create a case study of flooding in the UK.</p> <p><b>Success Criteria: Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• locate and label major rivers in the UK and major rivers around the world (spatial awareness).</li> <li>• accurately <i>plot</i> and read the stated rivers length onto a graph (numeracy).</li> <li>• Describe rivers processes (erosion, deposition and transportation) and how landforms are created e.g. meanders, waterfalls and floodplains (literacy through reading information and extended writing, data response &amp; decision-making).</li> <li>• Describe and explain a flooding event in the UK (extended writing).</li> </ul> <p><b>Differentiation:</b><br/>Students have access to their student booklet and the teaching PowerPoints through Google Classroom. All students will be given preparation and revision time for staff to teach and practice exam technique and responding to data. Any additional reminders/ help will be available during the completion of the test by their teacher and / LSA. Some questions will be more structured for extended writing where applicable. A writing frame can be provided for those who need further guidance in the extended writing section.</p> |
| <p><b>History</b></p>        | <p><b>Description of Assessment:</b><br/>Testing of knowledge surrounding the outbreak of World War 1.</p> <p><b>Success Criteria: Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• show evidence of understanding</li> <li>• Recall information</li> <li>• Understand the Cause and Consequence of WW1</li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Extent of detail</li> <li>• Detail in literacy presentation</li> <li>• Adjustment of questioning</li> </ul>  |
| <p><b>Home Economics</b></p> | <p><b>Description of Assessment:</b><br/>Year 10 pupils will be assessed on their prior learning of food poisoning through theory and practical work. Pupils will also be assessed on their literacy skills and understanding of keywords.</p> <p><b>Success Criteria: Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• build on their hygiene and safety skills from Year 8 and 9</li> <li>• to identify the correct storage of high risk foods to prevent food spoilage</li> <li>• understand the measures to prevent food poisoning</li> </ul> <p><b>Differentiation:</b><br/>Pupils with a higher literacy level will be able to develop their extended writing skills and will be able to spell keywords.</p>  |



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| <p><b>Mathematics</b></p>      | <p><b>Description of Assessment:</b><br/>Pupils will be assessed on their performance on the following topics.</p> <p><b>Success Criteria: Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• add, subtract, multiply and divide using written methods</li> <li>• multiply and divide by powers of 10</li> <li>• add, subtract, multiply and divide negative numbers</li> <li>• use BIDMAS</li> <li>• understand and use equivalent fractions</li> <li>• add, subtract, multiply and divide fractions and mixed numbers</li> <li>• calculate a fraction of a quantity</li> <li>• express one quantity as a fraction of another</li> <li>• add, subtract, multiply and divide decimals</li> </ul> <p><b>Differentiation:</b><br/>Pupils in the O'Neill classes will be given a similar assessment on these topics, using the same problem solving techniques, though some questions have been revised and the figures altered to simplify the calculations involved.</p>                |
| <p><b>Modern Languages</b></p> | <p><b>French:</b><br/><b>Description of task:</b><br/>Pupils will be assessed in the skill of reading. Task 1 is a quiz based on knowledge of the famous sights in Paris.</p> <p><b>Success criteria: Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• correctly identifying the landmarks in French</li> </ul> <p><b>Differentiation:</b><br/>Pupils with weaker literacy skills will have key words provided.</p> <p><b>Spanish:</b><br/><b>Description of Assessment:</b><br/>Pupils will be assessed on the skill of reading. They will read information in Spanish for comprehension and answer questions in English and match up phrases to test their understanding of the text.</p> <p><b>Success Criteria: Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• match up questions based on a comprehension</li> </ul> <p><b>Differentiation:</b><br/>Pupils who require additional support with literacy and numeracy will have extra assistance</p> |

## Year 10 Tracking Assessment Information for Parents – 2020



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| <p style="text-align: center;"><b>Science</b></p> | <p><b>Description of Assessment:</b><br/>This is a research task based on coronavirus.</p> <p><b>Success Criteria: Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Design a covid test centre adhering to guidelines.</li> <li>• Describe what is a virus? and what is coronavirus?</li> <li>• Outline fears of coronavirus versus the facts.</li> <li>• How to reduce the spread of coronavirus.</li> </ul> <p><b>Differentiation:</b><br/>High achieving pupils will be encouraged to extend the level of detail submitted.<br/>Lower achieving pupils will be offered support and further guidance.</p> |

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| <p style="text-align: center;"><b>Technology &amp; Design</b></p> | <p><b>Description of Assessment:</b><br/>Pupils will be assessed on their practical skills for the acrylic section of their 'Steady Hand Game' project. They will drill required holing and finish the edge of a piece of acrylic. Following this, the plastic will be bent in an exact shape ready for assembly. Pupils will be expected to choose the correct tooling for the job required. They will evaluate &amp; re-work where necessary.</p> <p><b>Success Criteria: Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• accurately use the template for marking out the holes for drilling</li> <li>• drill holes appropriately in the correct place             <ul style="list-style-type: none"> <li>○ Lack of chipping on exit side (underside) of work piece</li> </ul> </li> <li>• accurately use the file to dress the edge of the acrylic</li> <li>• use the draw filing and cross-filing technique</li> <li>• use an appropriate combination of scraping and wet &amp; dry paper</li> <li>• produce a high-quality shine on the edge of their acrylic</li> <li>• accurately use the template for marking out the fold lines</li> <li>• bend their acrylic using the strip heater until it is square, and the desired shape is within tolerance</li> <li>• line up the holes with the mid-section of the wooden base</li> <li>• safely &amp; accurately use the Linisher to shape the wooden base and side</li> <li>• safely &amp; accurately use the soldering iron to make neatly soldered joints             <ul style="list-style-type: none"> <li>○ Are you holding the iron like a pen?</li> <li>○ Is the sponge damp? i.e. not too wet nor too dry</li> <li>○ Is the soldering iron clean?</li> </ul> </li> <li>• safely and accurately bend the wire into their preferred shape using pliers</li> </ul> <p><b>Differentiation:</b><br/>Less able pupils will be given a more structured approach to the project as a whole, reducing the variables within this section. This will improve the 'teacher to pupil' ratio and reduce the number of instructions given. It will also allow pupils to directly compare and evaluate their work against peers.<br/>If needed, the teacher may provide assistance when using the pillar drill to ensure pupils maintain the same work rate as their peers so as to ensure each pupil accomplishes a finished project. The teacher may also need to provide more assistance with any operation to develop confidence when using the strip heater or soldering iron.</p> |