



| Subject | Tracking Assessment 1 |
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| Art | <p>Description of Assessment: 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>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • produce a caricature masked portrait observing the using of line, colour and shape following the guidance on the Cassie Stephens video shown in class • complete quality colouring using coloured pencil - using tonal shading and blending techniques- pupils may use other materials available to them i.e. markers. • produce a personal and creative response. • attempt quality craftsmanship. <p>Differentiation:</p> <ul style="list-style-type: none"> • examples of good practise shown to all groups to show expectation of outcome. • must, should, could strategy employed. • differentiated resources in SOW. |
| English | <p>Description of Assessment: Extensive piece of personal writing entitled "My special Person".</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • plan • make their writing interesting by using language techniques • use capital letters, full stops and other punctuation – exclamation marks, question marks, commas • use paragraphs • use correct spelling • produce neat handwriting • vary sentence openers by using adverbs <p>Differentiation: Pupils will be given the success criteria. Pupils will be given oral prompts when necessary. Pupils will be given writing frames when necessary.</p> |



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| Geography | <p>Description of Assessment: Students will be expected to complete a number of tasks incorporating literacy, numeracy and key geographic skills such as spatial awareness on the topic of “Weather and Climate”. The tasks will enable students to describe weather conditions for a named place, use an atlas to locate named places in the UK and accurately read weather data from thermometers provided. This allows all students to enhance these three skill areas.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> locate 10 major cities in the UK using an atlas and accurately draw the correct weather symbol for each to create a weather forecast (spatial awareness) accurately plot the stated temperatures onto thermometers, to include both positive and negative numbers (numeracy) accurately read the stated temperatures from thermometers, to include both positive and negative numbers (numeracy) use a weather map to describe the temperatures across the British Isles. They will also have to use the data shown to answer questions (literacy through reading information and extended writing, data response & decision-making) <p>Differentiation: Students have access to their student booklet and the teaching PowerPoints through Google Classroom and so home preparation can easily be done. All students will be given a preparation session to teach and practice reading scales, negative numbers, using the atlas, exam technique and responding to data. Any additional reminders / help will be available during the completion of the task by their teacher. A writing frame can be provided for those who need further guidance in the extended writing section of this task.</p> |
| History | <p>Description of Assessment: Knowledge recall based on topics covered.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> successfully recall their knowledge through questioning Complete an extended piece of writing/ Literacy task <p>Differentiation: Through outcome and also through requirements of the extended literacy task.</p> |
| Home Economics | <p>Description of Assessment: Year 9 pupils will be assessed on their prior learning of food storage throughout practical work. Pupils will then be assessed of their literacy skills and understanding of keywords in relation to food storage.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> build on their hygiene and safety skills from Year 8 to identify the correct storage of high risk foods to prevent food spoilage <p>Differentiation: 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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| Mathematics | <p>Description of Assessment: Pupils will be assessed on their performance in the October tracking assessment, which is based on the following topics.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • Calculate square numbers and square roots with and without a calculator • Calculate other powers, e.g. cubes • Round to the nearest 10, 100 & 1000 • Round to decimal places and significant figures • Estimate by rounding • Calculate percentages of an amount with and without a calculator • Find a fraction of an amount with and without a calculator • Convert between fractions, decimals and percentages <p>Differentiation: 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> |
| Modern Languages | <p>French:</p> <p>Description of task: Pupils will be tested on the skill of reading. The task will be based on the topic of physical descriptions and personality traits.</p> <p>Success criteria: Pupils should be able to: Understand a text written in French and answer questions in English.</p> <p>Differentiation: Pupils with weaker literacy skills will have access to keywords for the text.</p> |

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| Science | <p>Description of Assessment: Pupils will be assessed on their knowledge of the alkali metals and their Scientific writing skills.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • Pupils observe metals in water demonstration. • Pupils write up the apparatus list, a risk assessment, a detailed method and record observations. • Pupils complete an end of unit test on the periodic table. <p>Differentiation: High achieving pupils will be encouraged to extend the level of detail in their report. Lower achieving pupils will be given key words and skill sheets to help them to write up the report</p> |



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| <p>Technology & Design</p> | <p>Description of Assessment: Pupils will be assessed on their soldering skills for the Christmas Tree project. They will measure wires, cut wires and solder all components safely and accurately. Pupils will be expected to choose the correct tooling for the job required. They will evaluate & re-work where necessary. When finished, pupils should tidy all tooling appropriately and leave their workspace in a safe manner.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • make sure wires are safely and accurately cut to appropriate lengths • twist the ends of all wires neatly to allow them into the holes • safely & accurately use the soldering iron to make neatly soldered joints <ul style="list-style-type: none"> ○ are you holding the iron like a pen? ○ are you heating both the track and the wire before you add the solder? ○ is the sponge damp? i.e. not too wet nor too dry ○ is the soldering iron clean? • is your joint a volcano/cone shape? i.e. not a ball • twist your wires neatly together before the LED is attached? • are your wires soldered to the ends of the LED legs? i.e. not high up or near the body. • are the LED's the correct way around? • have you checked and tested the circuit? <p>Differentiation: 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. If needed, the teacher may provide assistance when measuring and cutting wires to ensure pupils maintain the same work rate as their peers 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 soldering iron.</p> |