

Year 8 Tracking Assessment Information for Parents – 2022



Subject	Tracking Assessment 1
Art	<p>Description of Assessment: Pupils’ progress in Art and Design will be continuously monitored in every lesson and form the basis of their overall tracking assessment 1. In class, pupils will be expected to create an original A5 name label and complete a range of introductory art activities that will be assessed and then used as a baseline for moving forward.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • include name and class using creative typography that reflects their personality and interests • produce a personal and creative response to the task • Demonstrate competence in their application of the formal elements; line and tone <p>Differentiation:</p> <ul style="list-style-type: none"> • Pupils shown exemplars from past pupils of similar ability • Pupils will be shown a demonstration at the start of the activity • differentiated resources in SOW
English	<p>Description of Assessment: Pupils will read a short character description and should be able to infer and deduce information about a fictional character from the extract. Section B – Pupils will write a diary entry using descriptive language.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • Use PEE; • Identify language devices: Simile, Metaphor, Alliteration, Onomatopoeia and repetition. • Write in detail; • make their vocabulary as varied and interesting as possible by using effective adjectives; • use paragraphs; • use punctuation correctly; • vary punctuation (. , ! ?) • write in pen and present work neatly; • write legibly; • Use senses to describe. <p>Differentiation: Pupils will first be given the success criteria. They will be given oral prompts and writing frames as necessary.</p>



<p>Geography</p>	<p>Description of Assessment: Students are expected to complete a physical map of the UK to include major rivers, cities, upland areas, water bodies and football team’s home grounds. They will be assessed on their spatial awareness, ability to read/use an atlas and their use of scale (numeracy) for locating these key geographic features onto a UK map outline. Their literacy and thinking skills will be assessed where they will use observational skills to identify key information from photographs provided.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • accurately label 7 major rivers in the UK • draw and accurately label Lough Neagh • draw and accurately label 4 major bodies of water in the UK and 7 major upland areas • locate and accurately label 7 major cities in the UK • add the 5 items that every good map should have (N sign, border, scale, title, key) • record their observations of 2 contrasting photos of environments in the UK • justify their decision as to which of the 2 environments they would like to live in <p>Differentiation: Pupils with higher literacy skills will have the opportunity to use extended writing when justifying their choice of environment to live in. For those classes / individuals who require additional support, the teacher will deliver a preparation session on using an atlas and UK maps. For the O’Neill classes, the drawing of locations may be delivered as a whole class task prior to the task being completed by students.</p>
<p>History</p>	<p>Description of Assessment: Mini exam style assessment based on Skills in History.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • analyse a source • place dates in chronological order • deal with new historical terms and their meanings. • implement newly learned numeracy and literacy skills to solve problems. <p>Differentiation: Through outcome and through the detail required in certain answers.</p>
<p>Home Economics</p>	<p>Description of Assessment: Year 8 pupils will be assessed on their prior learning of hygiene and safety throughout practical work. Pupils will then be assessed on their literacy skills and understanding of keywords.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • be aware of basic hygiene and safety rules used within the Home Economics room when preparing food <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>



<p>Mathematics</p>	<p>Description of Assessment: Pupils will be assessed on their performance in the 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"> • Use mental/written methods for addition, subtraction, multiplication and division • Recognise and use multiples, factors and prime numbers • Add, subtract, multiply and divide negative numbers • Recognise square numbers, triangle numbers and square roots • Add, subtract, multiply and divide negative numbers • Use equivalent fractions and simplify fractions • Add, subtract, multiply and divide fractions • find a fraction of an amount <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>
<p>Modern Languages</p>	<p>French:</p> <p>Description of Assessment: Pupils will be assessed in the skills of reading and writing for Tracking Assessment 1. Pupils will be assessed on their performance in the tracking assessment.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • Answer questions on the key facts about France • Understand the main keywords associated with greeting people in French <p>Differentiation: A ‘help words’ box will be provided to pupils with lower literacy skills.</p>
<p>RE</p>	<p>RE:</p> <p>Description of Assessment: Pupils will be asked to write a letter from a boy called Muhammad telling his account of the discovery of the Dead Sea Scrolls</p> <p>Success criteria: Pupils should be able to:</p> <p>Create a well written and detailed letter retelling the discovery to include</p> <p><u>Proper letter layout.</u> Address and date at top right of page.</p> <p><u>A suitable beginning and ending for your letter</u> ie Dear _____ / From _____</p> <p><u>Accurate details of the events.</u> Where and when were the scrolls found? What were you doing when you made the discovery?</p> <p><u>Thoughts and feelings.</u> Were you excited? What did you think about your discovery?</p> <p><u>Demonstrate a good use of SPG</u></p> <p><u>Neat presentation</u></p> <p>Differentiation: A detailed guidance sheet will be provided with key words</p>



<p>Science</p>	<p>Description of Assessment: Pupils will be assessed on their practical skills in Science. The aim of the experiment is to find out which metal is found in different fireworks. Pupils will draw and label the apparatus needed, carry out a risk assessment, write up their method, carry out the practical assessment, record their results and write a detailed conclusion.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • identify, draw and label equipment required for this investigation • carry out a risk assessment • write a method • carry out the practical assessment in a safe manner • record their results in a table • colour in the flames based on their results • Write a detailed conclusion. <p>Differentiation: Pupils with high literacy skills have the opportunity to use extended writing when completing their method and an additional task to identify variables. Support will be given to pupils in the form of an amended booklet, providing pupils with assistance throughout the tasks.</p>
<p>Technology & Design</p>	<p>Description of Assessment: Pupils will be assessed on their practical skills for the lantern project. They will cut, shape and finish the edge of a piece of acrylic. Pupils will be expected to choose the correct tooling for the job required. They will evaluate and 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"> • choose the shape that matches their design – indicating good use of the saw • accurately use the file to dress the edge of the acrylic • use the draw filing and cross filing technique • use an appropriate combination of scraping and wet & dry paper • produce a high quality shine on the edge of their acrylic • retain the original shine on the acrylic • make sure that the protective filming is still securely attached onto the acrylic • avoid scratching the plastic especially when wet & drying • ensure that the overall damage to acrylic is limited, e.g. not snapped, chipped etc. <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 sawing, using the bandsaw 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 tools and machinery.</p>