

Year 9 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 the outcomes created by pupils will form the basis of their overall tracking assessment 1. In class, pupils will be expected to complete an original A5 name label, 3 separate art challenges and an A4 observational study of classroom objects.</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 • Create an interesting still life composition in groups and photograph it • Demonstrate competence in their application of the formal elements; line, tone, shape texture and colour <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: Reading Section – understanding theme Writing Section – descriptive writing</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; • recognise language devices in a text; • Use evidence to support views; • Infer and deduce information from a text. <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>



<p>Geography</p>	<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 <i>plot</i> the stated temperatures onto thermometers, to include both positive and negative numbers (numeracy) • accurately <i>read</i> the stated temperatures from thermometers, to include both positive and negative numbers (numeracy) • use a weather map to <i>describe</i> 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>
<p>History</p>	<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>
<p>Home Economics</p>	<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: 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: Understand in French the main keywords associated with;</p> <ul style="list-style-type: none"> • Greeting people (Revision from Year 8) • Talking about your family members • Talking about your pets <p>Differentiation: Pupils with a higher literacy level will be required to spell key words in French.</p>
RE	<p>RE: Description of task: End of unit test – Judaism</p> <p>Success criteria: Pupils should be able to: Answer questions about the topic of Judaism</p> <p>Differentiation: Pupils in the O’Neill classes will be given a similar assessment on this, though some questions have been simplified</p>



<p>Science</p>	<p>Description of Assessment: Pupils will be assessed on their ability to carry out an investigation independently.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • Plan and carry out an investigation independently. • Write up the hypothesis, apparatus list, a risk assessment, a detailed method, variables and conclusion. • Record results accurately. <p>Differentiation: High achieving pupils will be encouraged to extend the level of detail in their report. Support will be given to pupils in the form of key words and skill sheets to help them to write up the report.</p>
<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>