

SCHEME OF ASSESSMENT – ENGLISH - YEAR 7

<p>Standardisation / Moderation of summative assessment</p>	<p>Marks to be awarded against the KS3 matrix. The criteria will be highlighted and shared via Bromcom – feedback may be written or spoken All assessments to be preceded by a 'progress check' to allow students time to reflect and improve key knowledge and skills. All assessments should be followed with adequate time given to green pen feedback. All students will improve a section of their work and reflect on their improvements.</p>		
<p>Common Assessment Title and assessment method.</p>	<p>Completed by</p>	<p>SOL Reference</p>	<p>Teacher feedback method / Student response method</p>
<p>Key Concept: Change</p> <p>(AO3, 4 and 5: Transactional writing and speaking and listening skills)</p> <p>Create a school social media profile (creative - it can be fictional e.g. school for super heroes) and present it to the class.</p>	<p>Autumn 1</p>	<p>School Life</p>	<ul style="list-style-type: none"> • Students to complete progress check on their examples of rhetorical devices using ABAREFOREST grid. Feedback given on the progress check sheet. • Teacher to give written or oral feedback in class and via One Note on the matrix assessment sheet. • Students to work on improving their work in line with teacher feedback and models (on class resources)
<p>Key Concept: Change</p> <p>(AO2: Reading skills knowledge check)</p> <p>Identifying Shakespeare's techniques (imagery and a review of rhetorical devices) in Mark Anthony's 'Lend me your ears...' speech</p>	<p>Autumn 2</p>	<p>Telling Tales Through Time</p>	<ul style="list-style-type: none"> • Students to complete progress check on key features grid. Feedback given on the progress check sheet. • Teacher to give written or oral feedback in class and via One Note on the matrix assessment sheet. • Students to work on improving their presentation in line with teacher feedback and models (on class resources)
<p>Key Concept: Power</p> <p>(AO3, AO4 Writing to explain) Reflective writing on the poem they created based on Woman of the Sea- students to explain their own choices of language, structure and techniques</p>	<p>Spring 1</p>	<p>Oral Poetry</p>	<ul style="list-style-type: none"> • Students to complete progress check on key features of poetry grid. Feedback given on the progress check sheet. • Teacher to give written or oral feedback in class and via One Note on the matrix assessment sheet. • Students to work on improving their explanatory writing in line with teacher feedback and models (on class resources)
<p>Key Concept: Conflict</p> <p>(AO3, AO4: Creative writing)</p> <p>500-word story competition (four part story structure, story features)</p>	<p>Spring 2</p>	<p>What's a Story?</p>	<ul style="list-style-type: none"> • Students to complete progress check on the opening paragraph. Feedback given on the progress check sheet. • Teacher to give written or oral feedback in class and via One Note on the matrix assessment sheet. • Students to work on improving their story in line with teacher feedback and models (on class resources)

<p>Key Concept: Relationships</p> <p>A05- Speaking and Listening- group discussion: <i>Why is our natural environment important?</i></p>	<p>Summer 1</p>	<p>Narrative in Nature</p>	<ul style="list-style-type: none"> • Students to complete progress check on the features of an effective discussion. Feedback given on the progress check sheet (this can be oral feedback) • Teacher to give written or oral feedback in class and via One Note on the speaking and listening matrix assessment sheet. • Students to reflect on their discussion strengths and weaknesses with teacher feedback.
<p>Key Concept: Relationships</p> <p>(A02: reading to compare autobiographical texts)</p>	<p>Summer 2</p>	<p>Narrative in Nature</p>	<ul style="list-style-type: none"> • Students to complete progress check on a comparative paragraph. Feedback given on the progress check sheet. • Teacher to give written or oral feedback in class and via One Note on the speaking and listening matrix assessment sheet. • Students to reflect and improve their comparison skills using teacher feedback.