Southend High School for Girls

Assessment Policy for Psychology

Our assessment policy and procedures are underpinned by three key questions :

1. Where is the learning going?
2. Where is the learner now?
3. How does the learner get there?
   (Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit)
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

KS5

By the end of KS5 students :

- will be highly proficient and confident in discussing psychological research and methodology.
- will be able to effectively evaluate and critique research using scientific methodology and concepts.
- will demonstrate that they can plan their own research using a range of methods and data analysis techniques, including inferential statistics.

- will be able to apply their knowledge and understanding of key theories and research beyond the specification to novel situations with composure. will be well read, and able to discuss their wider reading.
- will have explored areas of interest beyond that which is outlined in the curriculum and know how to find information which is reliable and trustworthy when conducting research.
- will be able to think about complex ideas and hypotheses in interesting ways, showing that they are flexible in their thinking.

Diagnostic assessment

- MCQ quizzes at the beginning of a new topic/lesson
- MS Teams quizzes set for homework
- Q&A at the start of a new topic/lesson
- Discussion with peers, followed by whole class feedback most lessons

Formative assessment methods

- Q&A
- Verbal feedback
- Peer and Self-assessment
- Live marking
- Exemplar/Model responses
- Students as the examiner
- Whole class feedback to assessment
- Written targets following assessments
- Assessment reflection sheets

Summative assessment

Year 12

24-mark Mid unit assessments to be sat in the middle of each unit of study

24-mark End of unit assessments to be sat at the end of every unit of study

96-mark PPE examination including content taught so far

Year 13

24-mark Mid unit assessments to be sat in the middle of each unit of study

48-mark End of unit assessment to be sat at the end of every unit of study, this will include 24-marks of previously taught Year 12 content

2x 96-mark PPE examinations covering Paper 1 and Paper 2 content

96-mark practice Paper 3

External exams sat at the end of Year 13 including:

PAPER 1 – Introductory topics in psychology (96-marks)

PAPER 2 – Psychology in context (96-marks)

PAPER 3 – Issues and options in psychology (96-marks)

Marking and Feedback

Assessments will be marked by teaching staff and each student will be given a target for improvement based on the assessment. This may be skills or content based.

Students will complete a reflection sheet following their assessment which will include mark breakdowns per question, identifying WWW and EBI and they will need to improve one assessment question linked to the teacher target set.

All responses to both written and verbal feedback to be completed by students in purple pen. (Introduced in November 2023)

Marking and Feedback Codes

When providing written feedback in exercise books to ensure consistency across the school particularly for literacy the following codes should be used above the relevant word /section:

✓   good point

X   incorrect or wrong point

SP   spelling error which needs correction

P   punctuation error which needs correction

GR   grammatical error which needs correction

/   start a new sentence

//   start a new paragraph

??   the point is not clear

WW   wrong word

^   missing word

[ ]   this part needs rewording

+1   academic achievement point

Presentation

All work should have a date on the right hand side, written in full and underlined with a ruler (e.g. 12th September 2023).

- All work will have a title / heading which is underlined with a ruler
- All work should have CW/HW written in the top left-hand margin
- Only black or blue ink should be used for writing with the exception of student responses to feedback
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

Recording and Monitoring of Assessment

Assessment scores will be tracked on the centralised tracking sheet for each year group found on the G Drive. This will provide a score for each assessment and an average assessment score across the year (excluding PPE exams which will be tracked on a separate tracking sheet for each year group).