

Southend High School for Girls



Assessment Policy for Economics and Business

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.

Economics

KS5 Economics

At Southend High School for Girls, we teach a curriculum that is ambitious and takes students on a learning journey beyond the exam specification for economics. The SHSG A Level Economics curriculum is what we believe will expose and challenge students to develop a cultural capital in economics that is the best that has been thought and said in this subject.

Our subject curriculum is carefully organised to take our students from their Year 12 starting point to the higher outcomes at the end of Year 13. Students will be able to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

By the end of KS5 students should be able to:

- Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour or economic agents and how they are affected by and respond to economic issues.
- Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues.

- Analyse issues within economics, showing an understanding of their impact on economic agents.
- Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues.

Business

KS4 Business

At Southend High School for Girls, we teach a curriculum that is ambitious and takes students on a learning journey beyond the GCSE specification for business. The SHSG GCSE Business curriculum is what we believe will expose and challenge students to a cultural capital in business that is the best that has been thought and said in this subject.

We follow the Edexcel GCSE Business syllabus as students can engage with the world of business through the context of current business developments and real business situations. Students will apply business concepts to familiar and unfamiliar contexts including businesses ranging from small enterprises to large multinationals and businesses operating in local, national, and global contexts. Students will develop an understanding of how these contexts impact on business behaviour and use business terminology to identify and explain business activity.

By the end of KS4 students should be able to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national, and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to make informed judgements
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- Develop and apply quantitative skills relevant to business, including using and interpreting data

KS5 Business

At Southend High School for Girls, we teach a curriculum that is ambitious and takes students on a learning journey beyond the A Level specification for business. The SHSG A Level Business curriculum is what we believe will expose and challenge students to a cultural capital in business that is the best that has been thought and said in this subject.

We follow the Edexcel A Level Business syllabus as students can engage with the world of business through the context of current business developments and real business situations. Studying how management, leadership, and decision making can improve performance in marketing, operational, and human resources. Exploring the interrelated nature of business activities and how they affect businesses, be they large or small, UK or internationally focussed, and in different sectors such as service or manufacturing.

By the end of KS5 students should be able to:

- Demonstrate knowledge of terms, concepts, theories, methods, and models to show an understanding of how individuals and organisations are affected by and respond to business issues.

- Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.
- Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences.
- Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues.

We use three broad overarching forms of assessment in the economics and business department:

- Diagnostic assessment
- Formative assessment (responsive teaching)
- Summative assessment

Diagnostic assessment methods

Diagnostic assessment – assessment used to determine what students already know, e.g. this may be at the start of a lesson / topic and may take the form of a low stakes quiz or mind map.

Formative assessment methods

Formative assessment (also known as responsive teaching) – this is day-to-day assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements and may include such activities as low stakes retrieval quizzes, questioning to check understanding and providing plenty of opportunities for students to practise. (Cf Rosenshine's Principles of Instruction).

In economics and business, examples include, but not limited to:

- Clarifying, understanding, and sharing learning intentions and ensuring students are aware of what knowledge they should have and how to apply it in new contexts.
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning. Questioning plays a key role in responsive teaching in economics and business and teachers may use a variety of approaches including, cold calling, questioning to check for understanding, probing questioning, think pair share, and say again – but say it better,
- Activating students as learning resources for one another using pair and group work.
- Activating students as owners of their own learning by giving students access to long-term topic plans, private study guidance in the sixth form, the specification, and revision materials. These can be accessed via MS Teams for each class.
- Providing exemplars of performance at high levels and/or model answers so students can compare their own work against it. These can be accessed in the revision folders via MS Teams for each class.

Summative assessment

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, e.g. PPEs.

In economics and business, the schedule is as follows:

Economics

Year 12 A Level Economics		
Term 1	Term 2	Term 3
Topic 1.1 Nature of economics 2.1 Measures of economic performance AO: AO1 – AO4 Assessment Autumn term part 1 Half term assessment	Topic 1.2 How markets work 2.3 Aggregate supply 2.4 National income AO: AO1 – AO4 Assessment Spring term part 1 Half term assessment	Topic 1.4 Government failure 2.6 Macroeconomic policies and objectives AO: AO1 – AO4 Assessment Summer term part 1 PPE Paper 1 & 2
Topic 1.2 How markets work 2.2 Aggregate demand AO: AO1 – AO4 Assessment Autumn term part 2 Half term assessment	Topic 1.3 Market failure 2.5 Economic growth AO: AO1 – AO4 Assessment Spring term part 2 Half term assessment	Topic 3.1 Business growth 4.1 International economics AO: AO1 – AO4 Assessment Summer term part 2 End of year assessment
Year 13 A Level Economics		
Term 1	Term 2	Term 3
Topic 3.2 Business objectives 3.3 Revenue, costs and profits 4.1 International economics AO: AO1 – AO4 Assessment Autumn term part 1 Half term assessment	Topic 3.4 Market structures 4.3 Emerging and developing economies 4.4 Financial markets AO: AO1 – AO4 Assessment Spring term part 1 PPE Paper 1 & 2	Topic Theme 1 Theme 2 Theme 3 Theme 4 AO: AO1 – AO4 Assessment Summer term part 1 A Level examinations
Topic 3.4 Market structures 4.1 International economics 4.2 Poverty and Inequality AO: AO1 – AO4 Assessment Autumn term part 2 Half term assessment	Topic 3.5 Labour markets 3.6 Government intervention 4.5 The role of the state in the economy AO: AO1 – AO4 Assessment Spring term part 2 Half term assessment Paper 3 mock	

Business

Year 10 GCSE Business		
Term 1	Term 2	Term 3
Topics Autumn Term Part 1 Topic 1.1 Enterprise and Entrepreneurship Topic 1.2 Spotting a business opportunity AO: AO1 – AO3 Assessment Autumn term part 1 Half term assessment Topics Autumn Term Part 2 Topic 1.2 Spotting a business opportunity Topic 1.3 Putting a business idea into practice AO: AO1 – AO3 Assessment Autumn term part 2 Half term assessment	Topics Spring Term Part 1 Topic 1.3 Putting a business idea into practice Topic 1.4 Making the business effective AO: AO1 – AO3 Assessment Spring term part 1 Half term assessment Topics Spring Term Part 2 Topic 1.4 Making the business effective AO: AO1 – AO3 Assessment Spring term part 2 PPE Paper 1	Topics Summer Term Part 1 Topic 1.5 Understanding external influence in business AO: AO1 – AO3 Assessment Summer term part 1 Half term assessment Topics Summer Term Part 2 Topic 1.5 Understanding external influence in business AO: AO1 – AO3 Assessment Summer term part 2 Half term assessment

Year 11 GCSE Business		
Term 1	Term 2	Term 3
Topics Autumn Term Part 1 Topic 2.1 Growing the business AO: AO1 – AO3 Assessment Autumn term part 1 Half term assessment Topics Autumn Term Part 2 Topic 2.2 Making marketing decisions Topic 2.3 Making operational decisions AO: AO1 – AO3 Assessment Autumn term part 2 Half term assessment	Topics Spring Term Part 1 Theme 1 Topics 1.1 – 1.5 Theme 2 Topics 2.1 – 2.2 AO: AO1 – AO3 Assessment Spring term part 1 PPE Paper 1 & 2 Topics Spring Term Part 2 Topic 2.5 Making human resource decisions AO: AO1 – AO3 Assessment Spring term part 2 Half term assessment	Topics Summer Term Part 1 Topic 2.4 Making financial decisions AO: AO1 – AO3 Assessment Summer term part 1 Half term assessment

Year 12 A Level Business		
Term 1	Term 2	Term 3

Topics Autumn Term Part 1 Topic 1.1 Meeting customer needs Topic 1.2 Market Topic 2.1 Raising finance Topic 2.2 Financial planning Topic 2.3 Managing finance AO: AO1 – AO4 Assessment Autumn term part 1 Half term assessment Topics Autumn Term Part 2 Topic 1.2 Market Topic 1.3 Marketing mix and strategy Topic 2.2 Financial planning Topic 2.3 Managing finance AO: AO1 – AO4 Assessment Autumn term part 2 Half term assessment	Topics Spring Term Part 1 Topic 1.4 Managing people 1.5 Entrepreneurs and leaders Topic 2.3 Managing finance Topic 2.4 Resource management AO: AO1 – AO4 Assessment Spring term part 1 Half term assessment Topics Spring Term Part 2 Topic 1.4 Managing people Topic 1.5 Entrepreneurs and leaders Topic 2.3 Managing finance Topic 2.4 Resource management AO: AO1 – AO4 Assessment Spring term part 2 Half term assessment	Topics Summer Term Part 1 Topic 1.5 Entrepreneurs and leaders Topic 2.5 External influences AO: AO1 – AO4 Assessment Spring term part 1 PPE Paper 1 & 2 Topics Summer Term Part 2 Topic 1.5 Entrepreneurs and leaders Topic 2.5 External influences AO: AO1 – AO4 Assessment Summer term part 2 Half term assessment
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Year 13 A Level Business		
Term 1	Term 2	Term 3
Topic Autumn Term Part 1 Topic 4.1 Globalisation Topic 4.2 Global markets and expansion Topic 3.1 Business objectives and strategy AO: AO1 – AO4 Assessment Autumn term part 1 Half term assessment Topics Autumn Term Part 2 Topic 3.4 Influences on business decisions Topic 3.5 Assessing competitiveness Topic 4.2 Global markets and expansion Topic 4.4 Global industries and companies AO: AO1 – AO4 Assessment Autumn term part 2 Half term assessment	Topics Spring Term Part 1 Topic 3.3 Decision making techniques Topic 4.3 Global marketing Paper 3 preparation AO: AO1 – AO4 Assessment Spring term part 1 PPE Paper 1 & 2 Topics Spring Term Part 2 Topic 3.3 Decision making techniques 3.4 Influences on business decisions Topic 3.6 Managing change Paper 3 preparation AO: AO1 – AO4 Assessment Spring term part 2 Half term assessment	Topics Summer Term Part 1 Theme 1 revision Theme 2 revision Theme 3 revision Theme 4 revision AO: AO1 – AO4 Assessment Summer term part 1 Paper 3 assessment

Marking and Feedback

The following table provides a useful explanation for the difference between marking and feedback:

Marking	Feedback
Summative	Formative
Assessment of Learning	Assessment for Learning
Measures learning	Moves learning forward
Directs thinking	Provokes thinking
Solves	Suggests
'You should'	'How could you ...?'

Marking

It is important to note that feedback and marking are not the same thing. Marking is the activity of checking, correcting, and providing a mark to students' written work. Feedback is information given back to the student which highlights what has been done well and what can be improved. In economics and business, priority is given to the marking of half term assessments and PPEs. There is a place for marking as a means of feedback, particularly with summative assessment tasks such as the half term assessments and PPEs (pre public examinations) as it provides an opportunity to provide students with clear and specific information that the wider evidence base on feedback suggests is most likely to lead to student progress.

Types of feedback

Feedback can take many forms and does not always have to involve direct feedback or be in written form.

In economics and business, we encourage *reflective, formative feedback*; we expect all students to

engage with and respond to **all** feedback, be it ***individual verbal feedback, whole class feedback*** (written or verbal) or more ***formal written feedback***.

Formative feedback in economics and business may be :

- **In-lesson feedback** – during *deliberate practice* (purposeful practice that knows where it is going and provides clear strategies for getting there) in-lesson feedback is prioritised. This gives students the opportunity to improve their work as they are completing it and ask questions where needed. It requires action and interaction on the part of the student, which enables them to progress.



This could take the form of:

- verbal feedback to individual students which provides students with the opportunity to discuss their work and seek clarification where necessary.
- live marking of a student's work so they can act on feedback immediately e.g. using 'dot' marking.
- pausing the class to reteach/remodel; allowing the teacher to reshape the lesson to address misconceptions and understanding.
- sharing an example of student work; an exemplar for students to critique and from which they can improve their own work (WAGOLLS – 'what a good one looks like' and WABOLLS – 'what a bad one looks like').
- sharing answers with students and asking them to make corrections and/or improvements.
- encouraging students to re-visit models/exemplar work and use checklists to self-assess and improve their own work before feedback from a teacher.

- **Written feedback away from the lesson** - key pieces of work may have individual feedback given when work is taken in. When these pieces will take place and in what format will be outlined in the lesson and details recorded on SatchelOne. In line with the whole school policy on feedback, time will be dedicated in lessons so that students can respond to this feedback in a timely manner.

Written feedback can take various forms including, but not limited to:

- individual assessment sheets.
- written comments highlighting strengths (WWW, 'what went well') and areas for development (EBI, 'even better if').
- whole class feedback – this involves the teacher reading the work of every student and providing little to no personalised feedback. This results in whole class feedback which focuses on reteaching, addressing common misconceptions, misunderstandings, SPaG errors, examination techniques and highlighting and celebrating examples of good practice. The teacher may use WAGOLLS and WABOLLS to provide models for students. Students would then be expected to use the feedback and models to correct their work, redraft it or extend it.
- code feedback – where a teacher will indicate, by way of a code, what needs to be improved; for example a number relating to an improvement target.

- **Formative peer and self-assessment** – teachers in economics and business make good use of peer and self-assessment. When effectively conducted, peer-assessment contributes not only to the learner's understanding but also to those who are providing the feedback. Modelling and the use of task specific criteria are essential to ensure the effectiveness of both peer and self-assessment. Students in economics and business are expected to annotate using a coloured pen, preferably green, but if not, in a consistent colour of choice used throughout the book. Self and

peer assessed work should be made clear in the book and as directed 'WWW – what went well and EBI – even better if' comments added.

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 2024).
- 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 (as indicated by individual department policies)
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

Recording and Monitoring of Assessment

Assessment data from homework and/or classwork is recorded regularly by individual teachers in their planner or on a spreadsheet. For a central recorded, the teachers in the department maintain a centralised tracking sheet with the data from each half term and PPE summative assessment for each student in economics and business which is shared with the director of faculty.