

Science Assessment Overview

At Nightingale Community Academy, assessment in Science is carefully designed to support progress, secure understanding, and ensure long-term retention across all key stages. Our assessment approach combines ongoing classroom assessment, regular formative checks, and structured summative evaluations.

1. Ongoing Assessment (Every Lesson)

Assessment in Science is continuous. In every lesson, teachers assess learning against the lesson objective and specific success criteria. This may include:

- Targeted questioning
- Retrieval practice
- Mini-quizzes
- Practical observations
- Review of classwork

These regular checks allow teachers to identify misconceptions quickly, provide immediate feedback, and adapt teaching to meet the needs of all learners.

2. Formative Assessment (Minimum of Two per Half Term)

Each half term, students complete at least two structured formative assessments based on exam style questions. These are designed to:

- Measure the impact of recently taught objectives
- Identify gaps in understanding
- Assess students' confidence and perception of their learning
- Inform responsive teaching and intervention

Formative assessments help ensure that knowledge is secure before moving on to new content.

3. Summative Assessment (Once per Term)

Summative assessments take place once every term and are designed to evaluate students' retention and application of taught content. These assessments vary by key stage to ensure they are age-appropriate and aligned with national expectations.

Key Stage 1 and Key Stage 2

- **Autumn and Summer Terms:** Progress Testing in Science (PTS) is used to assess understanding and retention.
- **Spring Term:** A teacher-designed assessment is used to evaluate curriculum coverage and key knowledge.

These assessments provide a clear picture of progress and support transition between year groups.

Key Stage 3 (Years 7 and 8)

Students are assessed through an entry-level structure that builds subject knowledge and scientific skills progressively:

- Each term focuses on one key component of Science.
- **First Half Term:** TDA (Teacher Designed Assessment) – focused on practical work and application of investigative skills.
- **Second Half Term:** ESA (End of Subject Assessment) – focused on theoretical understanding and subject knowledge.

This balanced approach ensures students develop both practical competency and strong scientific understanding.

Key Stage 4 (Year 9 and Year 10)

Students complete one summative assessment per term based on GCSE past paper and exam-style questions. These assessments:

- Cover content taught throughout the term
- Develop exam technique
- Familiarise students with GCSE expectations
- Strengthen long-term retention

Year 11

Year 11 students complete two full mock examination periods:

- **November Mocks:** Paper 1 in Biology, Chemistry, and Physics
- **March Mocks:** Paper 2 in Biology, Chemistry, and Physics

These mocks provide valuable preparation for final GCSE examinations and help identify areas requiring targeted intervention.

Our Commitment

Our assessment framework ensures that:

- Learning is regularly monitored and supported
- Knowledge is retained over time
- Students develop confidence in both practical and theoretical science
- Progress is tracked consistently from Key Stage 1 through to GCSE

Through a structured and purposeful assessment approach, we aim to ensure that every student achieves their full potential in Science.