

## Summative Assessment

Department: History

<p><b><u>Purpose-</u></b></p> <ul style="list-style-type: none"> <li>• To provide information about student performance/progress at key points in the year or course.</li> <li>• To generate reliable data for tracking and reporting progress.</li> <li>• To generate reliable data to target intervention, support and further challenge to pupils.</li> </ul>	<p><u>Subject-Specific Details</u></p> <p><i>Within our department , this will look like:</i></p> <p><u>KS3</u></p> <ul style="list-style-type: none"> <li>• Midpoint and Endpoint Assessments- (as timetabled on the school calendar). This will be based on work studied up to that point in the year.</li> <li>• Smaller tests of key knowledge and vocabulary, prepared for as homework</li> <li>• All tests will be teacher-marked, but pupils will do corrections as necessary in purple pen before sticking tests in exercise books</li> </ul>
<p><b><u>Features -</u></b></p> <ul style="list-style-type: none"> <li>• These will be timetabled within the department so they are spaced appropriately for students and teachers.</li> <li>• Tasks will be consistent across year groups/classes.</li> <li>• Tasks will be marked according to agreed criteria (e.g. mark scheme).</li> </ul>	<p><u>KS4</u></p> <ul style="list-style-type: none"> <li>• Year 10 and 11 Mocks- (as timetabled on the school calendar).</li> <li>• In Year 10 this will be a 1 hour paper on America, 1920-1973: Opportunity and Inequality. In Year 11 this will be a full 2 hour Paper 1 – America, 1920-1973: Opportunity and Inequality and Conflict and Tension, 1894-1918: The First World War in the autumn and and 1-hour Britain, Power and the People, c.1170-present paper in the spring.</li> <li>• Pupils will also complete a series of exam questions in class during each term in which they do not have full exams, ensuring they have practised answering all 18 types of exam question across the two years of the course.</li> <li>• All exam questions will be marked using exam board mark schemes.</li> <li>• Pupils will be given individual feedback and model answers, from which they will be required to annotate and review their answers.</li> </ul>

## Formative Assessment

Department: History

*Purposeful feedback for learners, a manageable workload for teachers.*

<p><b><u>Purpose -</u></b></p> <ul style="list-style-type: none"> <li>• Provides students with advice about what they have done well, identifies gaps in their learning and how to move forwards.</li> <li>• Enables teachers to judge how effective instruction has been by seeing what students understand and can do.</li> <li>• Informs future teaching and learning.</li> </ul>	<p><b><u>Subject-Specific Details</u></b></p> <p><i><u>Within our department, this will look like:</u></i></p> <ul style="list-style-type: none"> <li>• The most common form of feedback will be oral – whether to the whole-class or individuals. Pupils will have very regular opportunities to demonstrate relevant knowledge and developing history-specific skills. Teachers will elaborate, correct and guide as necessary.</li> <li>• Teacher and pupil work will be used for modelling – of both successful and work and common errors to try and avoid.</li> <li>• Particular attention will be paid to Independent Learning Zone (ILZ) tasks. Teachers will make efforts to highlight and reward exemplary practice.</li> <li>• Sometimes teachers will complement oral feedback with written comments in books.</li> </ul>
<p><b><u>Features -</u></b></p> <ul style="list-style-type: none"> <li>• Feedback can and does take a variety of forms, including but not limited to, live marking, sampling, whole class, use of codes, stamps and stickers, verbal comments, and written comments. The different methods are communicated to pupils, so that they have a clear understanding of methods being used.</li> <li>• Effective feedback is specific and focused on learning intentions.</li> <li>• It has an emotional impact on students which should be carefully considered, feedback should include praise as well as critique.</li> <li>• Students are its primary audience and it is designed to move their learning forward, and influence future teaching.</li> </ul> <p>Effective feedback <b><u>is not</u></b></p> <ul style="list-style-type: none"> <li>• always written</li> <li>• generic comments about effort or work completion (“good work,” “well done” or ticked pages)</li> </ul>	