

History Department Assessment Rationale:

The department uses a variety of both formative and summative assessments to inform staff of students' understanding and progress. The component knowledge of each topic is assessed using 'Multiple Inadequate Glances' (MIGs) to formatively assess the understanding of the component and allow for responsive teaching. These are common across the department to allow for consistency, highlighted on curriculum plans. In KS3, each half term features one Knowledge Test (KT) 'MIG' that will be marked in class by students. The other MIG is a short source based question / task that will be STA marked by the class teacher. Within each year, students also complete two robust 'Synoptic' Assessments. Synoptic assessments mirror the format of MIGs in terms of knowledge tests, source analysis etc, so students are familiar with what is required.

MIGs are clearly outlined on all KS3 Curriculum Plans and there is also a MIG / Assessment / Exam folder within each Year Group noticeboard (organised into half terms) where all the MIGs are centrally saved. This is also where staff have saved and shared any modelling / examples they have provided to assist students, and any feedback sheets where appropriate.

Staff use the 'Spreadsheet' feature within Synergy's 'Class View' to record marks for their classes. This information can then be accessed and used by staff to assess the understanding of the class and allow for interventions or responsive teaching to take place. Following synoptic assessments, percentages and class averages are inputted into SIMS as part of monitoring. This information has then been exported and ranked to allow for progress discussions to take place within the department, and supported recommendations on set changes to take place.

MIGs are planned, agreed, and sequenced in advance, at the beginning of each half term. This allows staff to plan their teaching towards the MIGs, and ensures a commonality of approach in terms of what specific knowledge needs to be taught, and how skills such as source analysis are delivered. Knowledge tests assess student understanding of chronology, key terms and concepts, essential dates, facts and individuals. For example, 'True / False' statements test student understanding and include references to common misconceptions which have been identified and explicitly taught. Other MIGS focus on three areas: inference, source analysis, and comparison of historical interpretations. These are similar to skills tested at GCSE, although our KS3 assessments do not explicitly mirror the format of GCSE exams. Indeed, we often choose texts and sources that are more challenging than those faced at GCSE, and we use the source / interpretation based MIGs as an opportunity to further embed literacy approaches such as reciprocal reading.

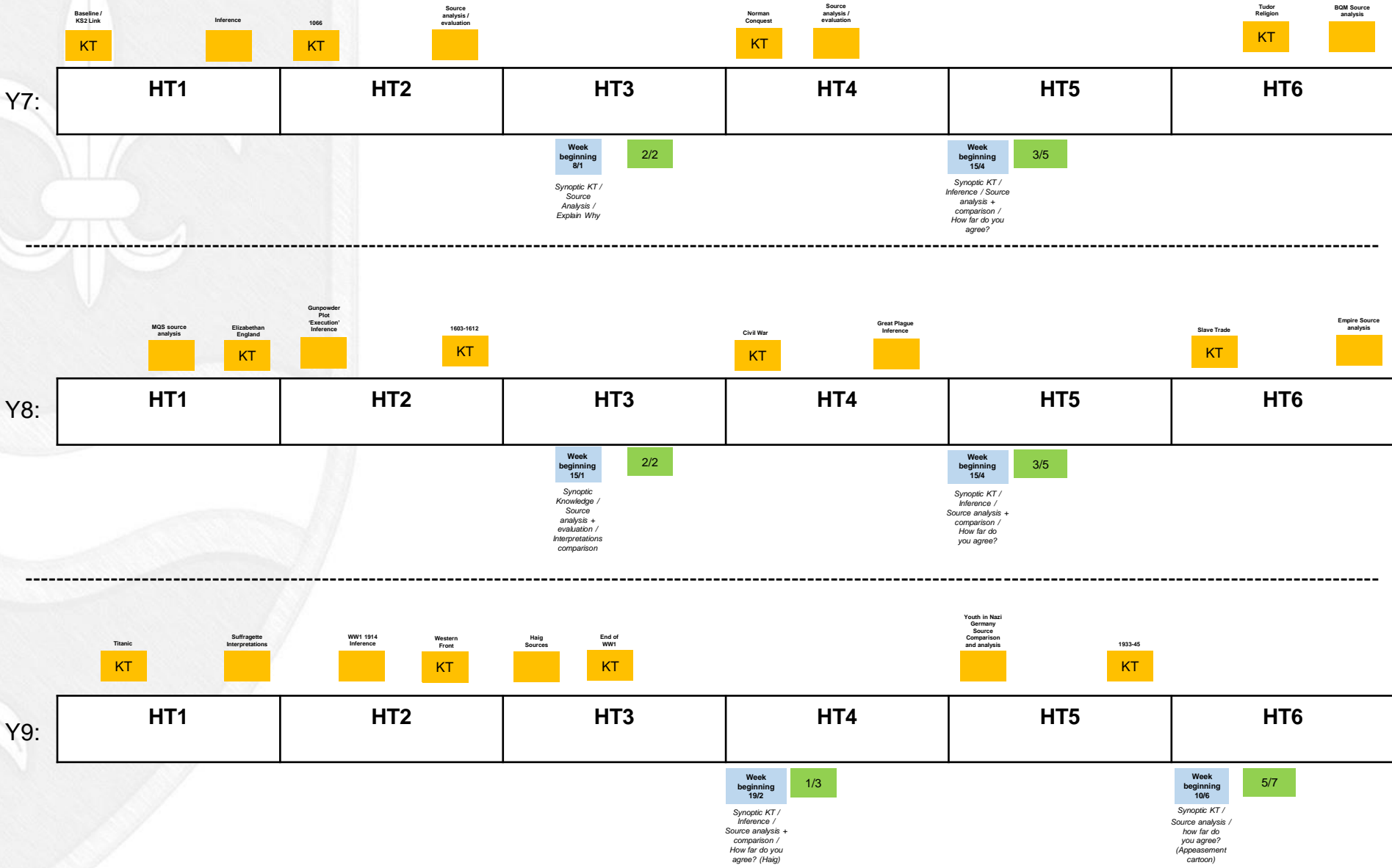
As a department, we have ongoing evaluative discussions regarding the sufficiency of the MIGs to ensure that they are allowing us to effectively assess the students on the key procedural and substantive knowledge. Moving forward, we plan to map and carefully sequence the progression of skills and knowledge through the MIGs and synoptic assessments. In particular, considering the timing of the MIGs and when / what knowledge needs to be tested. We also aim to ensure the assessments have a cumulative dimension, so skills and knowledge from previous units / years are appropriately addressed.

History Department KS3 Assessment Model 23-24

Formative Assessment – 'MIG'

Summative 'Synoptic' Assessment

Grade Collection deadline



Each half term will feature one Knowledge Test (KT) 'MIG' that will be marked in class by students. The other MIG will be a short source based question / task that will be STA marked by the class teacher. In addition, staff will also aim to mark an further piece of writing in students' books, once a half term. This expectation does not apply when there is a synoptic assessment within that particular half term – as the synoptic assessments feature a knowledge test, an inference question, source analysis and an element of extended writing. STA feedback can be given in the form of 'whole class marking'.

History Department KS4 Assessment Model 23-24

Formative Assessment – 'MIG'

Exam question

Summative 'Synoptic' Assessment

Grade Collection deadline

Y10:

	Middle Ages Medicine 1 KT	Middle Ages Medicine 2 KT	Renaissance Medicine 1 KT	Renaissance Medicine 2 KT	Industrial Medicine 1 KT	Industrial Medicine 2 KT	Modern Medicine 1 KT	SELF-ASSESS Utility 8	Western Front KT	EEE 1 KT	EEE 2 KT	
	HT1		HT2		HT3		HT4		HT5		HT6	
	12 Medieval Church	4 Medieval / Renaissance Comparison	12 Renaissance: Why progress?	Week beginning 22/1 2/2	16 18 th /19 th Century: Individuals	Week beginning 25/3	3/5	12 Financial Weakness	4 Education	Exams 17/6 – 28/6 Full Paper 1 Medicine Full Paper 2 EEE		5/7
					Paper 1 Section B : 4 / 12 / 16 mark		Paper 1 Section B: 16 mark (20 th Century Medicine) Section A – 1, 2a and 2b					

Y11:

	EEE 3 KT	Germany 1 KT	SELF-ASSESS 1923 8	Germany 2 KT	Women 16	Germany 3 KT	Cold War 1 KT	SELF-ASSESS Cold War Importance 8	Cold War 2 KT	Cold War 3 KT		
	HT1		HT2		HT3		HT4		HT5		HT6	
	16 Anglo – Spanish relations	12 Versailles	Mock Exams 4/12 – 15/12 Med / EEE / Germany	12/1	16 1933	Week beginning 13/3 22/3	8 Cold War Narrative	GCSE Exams				
					Paper 3 Section B: Utility and Interpretations (8, 4, 4, 16)		Paper 2 Cold War: Explain two consequences (8)					

Each half term will feature two Knowledge Test (KT) 'MIGs', marked in class by students. These will either be a 20 mark test on knowledge or a glossary check on key terms – or a combination of the two. These can be repeated as required and form part of the regular interleaving and retrieving of knowledge we aim for throughout the KS4 course. There may be more or less knowledge checks depending on whether the half term also includes a synoptic assessment / exam. In each half term, there will also be at least one exam style question completed, STA marked by the class teacher. This expectation does not apply when there is a synoptic assessment within that particular half term. STA feedback can be given in the form of 'whole class marking'.

History Department KS5 Assessment Model 23-24

Formative Assessment – 'MIG'

Exam question / essay

Summative 'Synoptic' Assessment

Grade Collection deadline

Y12
Germany:

1919-23 Chronology KT	Holocaust escalation 10	Impact of Allied Bombing 20	Synoptic 1939-49 KT	Formation of FRG / GDR 10	German Revolution KT	Collapse of imperial Germany 10	1929 20	1933-34 KT			
HT1		HT2		HT3		HT4		HT5		HT6	
		3/11		19/1		Exams 4/3 – 15/3 18 mark question on Ruhr / Hyperinflation Test		19/3		Exams 17/6 – 28/6 20 mark question on Great Depression / Hitler's Chancellorship Test 1918-23	

Y12
Tudors

Henry VII KT	Challenges to Henry VIII SELF- ASSESS 20	Nobility KT	Henry VIII up to 1529 KT	Break with Rome KT	Edward and Mary KT	Edward and Mary SELF- ASSESS 30	Edward and Mary KT	Edward and Mary KT			
HT1		HT2		HT3		HT4		HT5		HT6	
		20 Henry VII Government		3/11		20 Henry VII Foreign Policy		20 Fall of Wolsey		19/1	
				20		Exams 4/3 – 15/3		19/3		30	
										Exams 17/6 – 28/6	

Y13
Civil
Rights

Government KT	Leaders KT	Opposition KT	SELF- ASSESS 25	Women (1) KT	Women (2) KT	SELF- ASSESS 30	Native Americans (1) KT	Native Americans (2) KT	Trade Unions (1) KT	Trade Unions (2) KT	
HT1		HT2		HT3		HT4		HT5		HT6	
		3/11		Synoptic Assessment		19/1		25 Women		Exams 4/3 – 15/3	
										A Level Exams	

Each half term will feature at least one Knowledge Test (KT) 'MIGs', marked in class by students. These will either be a test on knowledge or a glossary check on key terms – or a combination of the two. These can be repeated as required and form part of the regular interleaving and retrieving of knowledge we aim for throughout the KS5 course. There may be more or less knowledge checks depending on whether the half term also includes a synoptic assessment / exam. In each half term, there will also be at least one exam style question completed, STA marked by the class teacher. This expectation does not apply when there is a synoptic assessment within that particular half term. STA feedback can be given in the form of 'whole class marking'.