



Our Lady's Catholic College

Geography Assessment Policy

Our Lady's Catholic College, Morecambe road, Lancaster, La12rx

Assessment and MIG's in Geography



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 are assessed using Multiple Inadequate Glances (MIGs) to formatively assess the understanding of the component and allow for responsive teaching before moving on. These are common across the department to allow for consistency, highlighted on the schemes of work and a common logo on the teaching resources.

The MIG's are clearly outlined on all schemes of work and are then resources with the departmental shared area.



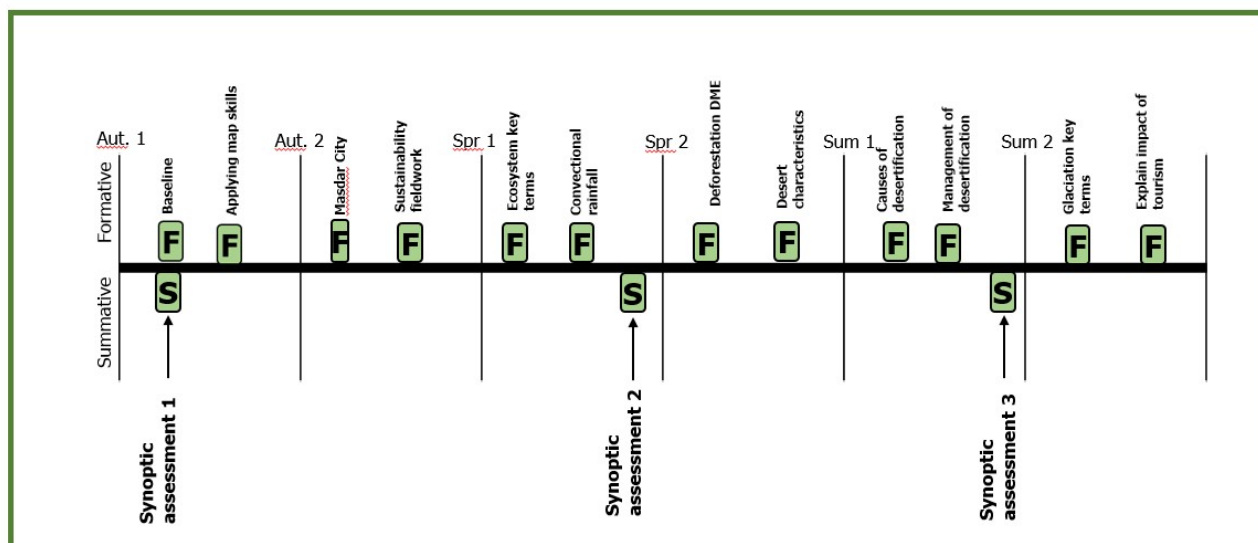
Staff record the results of the MIG's on a central area on SIMs, which is used for tracking and monitoring purposes.

Each of the MIG's take place after a component of knowledge or a particular geographical skill has been taught. This then allows staff to assess the understanding of the class before building upon that component knowledge in the next sequence within the scheme of work. It is dependent upon what is being assessed, as to what format the MIG has. There are a mixture of knowledge tests, graphs, interpreting data or developing literacy skills in order to answer key command words, such as explain and evaluate.

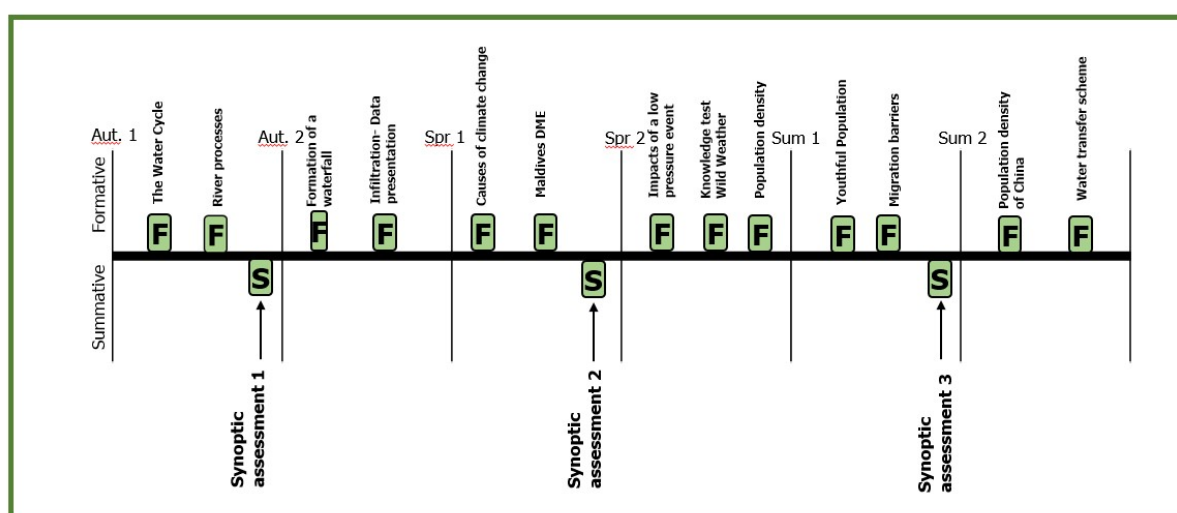
Summative assessments take place throughout the year, as per the school assessment calendar. At both GCSE and A-level we use past papers that are relevant to the units that have been taught so far. This ensures that the exam board mark scheme can be applied by staff. We ensure that questions from all papers are included to allow students to experience all assessment strands, as well as allowing staff to assess students across the full curriculum.

At key stage 3, summative assessments assess both the substantive and disciplinary knowledge that has been taught throughout the year, as well as in previous years. The key component knowledge that has been taught throughout the units will be assessed, along with a composite question where students will have to demonstrate an understanding of a number of key components. The assessments are made up of questions that require students to describe a source (eg. Map, graph), as well as questions that assess their understanding of key terminology and geographical processes. Students will also be assessed on their ability to *explain* and *evaluate* within the exam, this assess the students geographical understanding, as well as their ability to answer the command word in the question. Application of knowledge to contextual locations is a important assessment objective, and is included within each synoptic assessment.

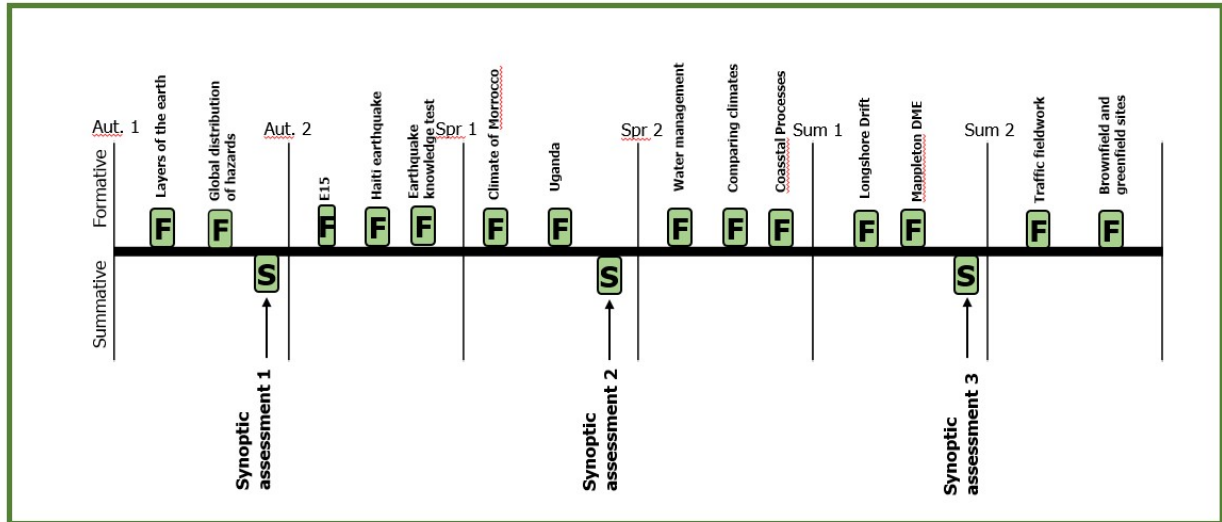
Geography Assessment Model: Year 7



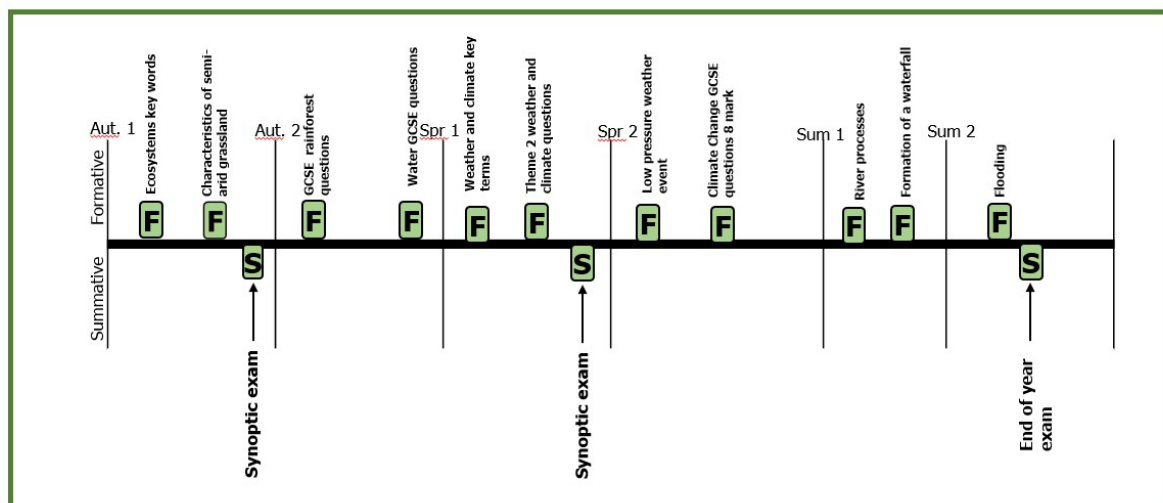
Geography Assessment Model: Year 8



Geography Assessment Model: Year 9

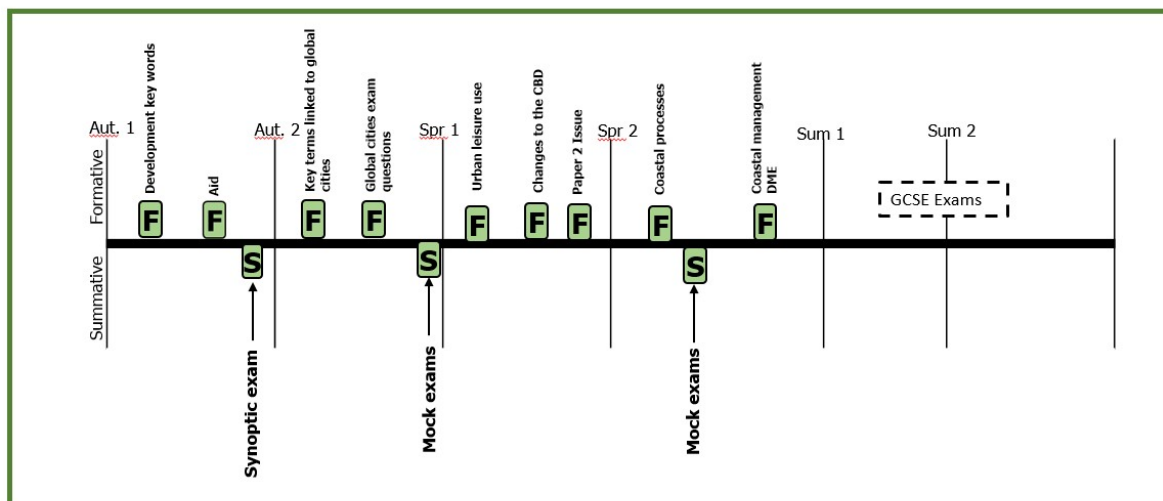


Geography Assessment Model: Year 10



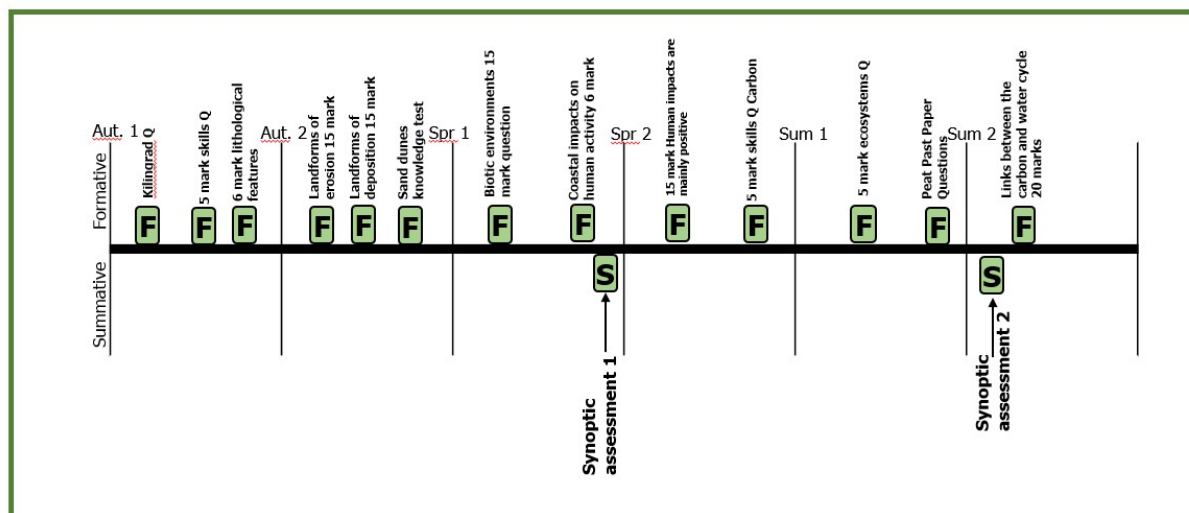
One piece of fieldwork to be assessed, when dates and location have been agreed.

Geography Assessment Model: Year 11



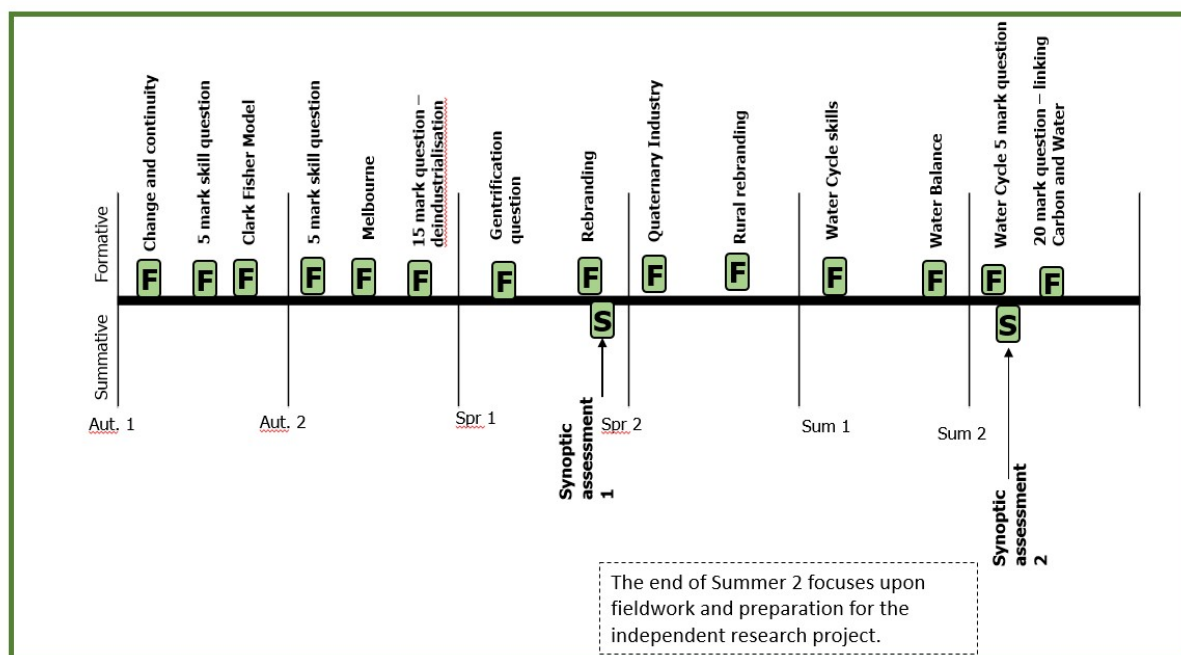
One piece of fieldwork to be assessed, when dates and location have been agreed.

Geography Assessment Model: Year 12 Teacher A



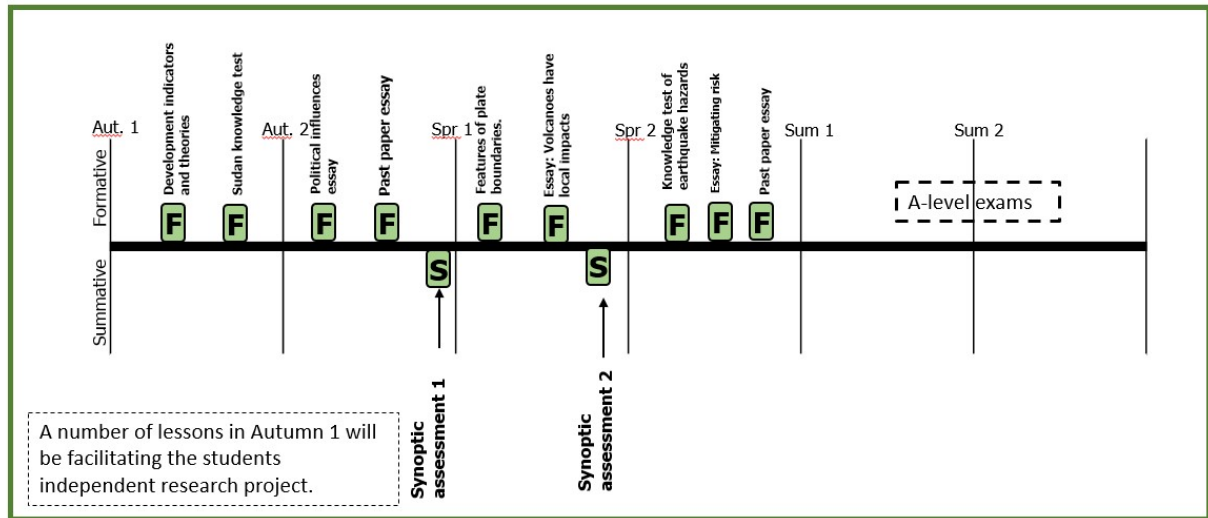
The end of Summer 2 focuses upon fieldwork and preparation for the independent research project.

Geography Assessment Model: Year 12 Teacher B

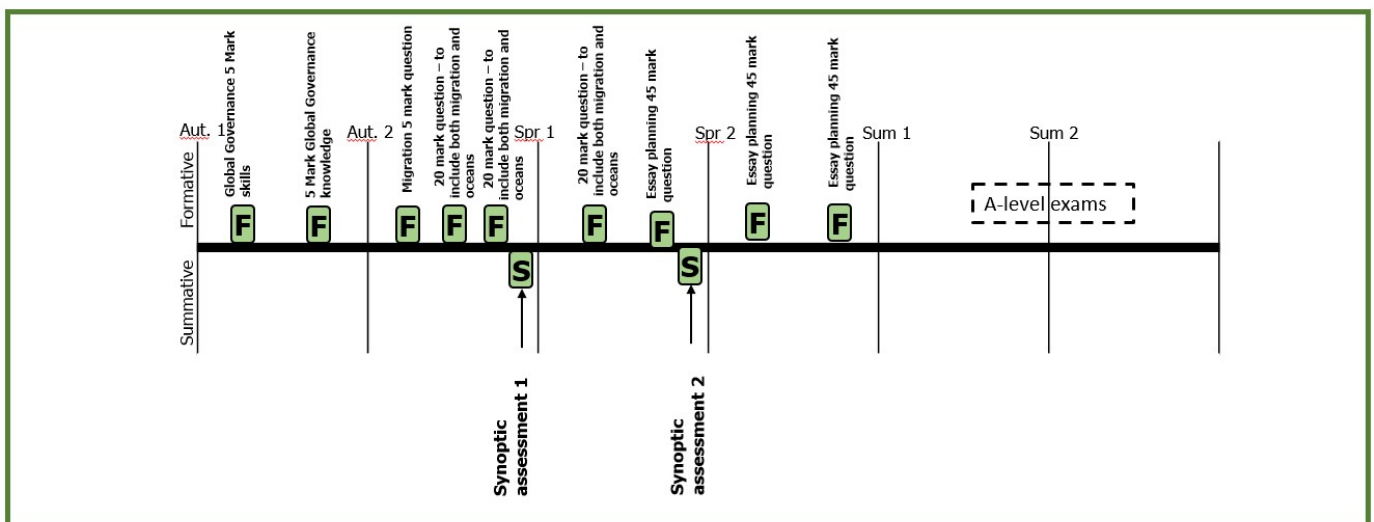


The end of Summer 2 focuses upon fieldwork and preparation for the independent research project.

Geography Assessment Model: Year 13 Teacher A



Geography Assessment Model: Year 13 Teacher B



"Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome." EEF

Feedback in geography follows the school marking policy of using:

S— staff identify the **strengths** within the piece of work, either by highlighting the success criteria or identification of the correct answer.

T— staff set the students a specific **target** that will allow students to correct any mistakes, challenge misconceptions or further improve their answer.

A— students **action** the target in green pen by completing the suggested improvement or correcting any mistakes.

Knowledge Tests

Staff or students will self mark the test. As part of this staff will go through the correct answers and students will need to correct any mistakes ensuring that they have the correct answers recorded in their books. This ensures that even a low stakes knowledge test uses the S T A marking policy, with students making corrections in green pen.

Students have used the feedback given in class to correct any mistakes that they have made. This allows students to understand where they have made a mistake and for staff to correct any misconceptions.

Knowledge test: Plate Tectonics and Volcanoes

1. The theory of Continental Drift was first shared in 1912. What was the name of the scientist that came up with the theory?
Alfred Wegener ✓

2. What was the name of the super continent from 200million years ago?
Pangaea ✓

3. Name 2 places of evidence that support the continental drift theory.
• Continents fit together like a jigsaw ✓
• Continents share fossils ✓

4. Tick 2 correct statements to correctly describe the location of volcanoes and earthquakes.

☒ Both Volcanoes and Earthquakes are found round the Pacific ocean, known as the Ring of Fire.
☐ Volcanoes can be found on the east coast of the USA.
☐ Earthquakes and Volcanoes can only be found under the oceans.
☒ Earthquakes and Volcanoes are often found in narrow belts. ✓
☐ Major earthquakes can be found in the UK.

5. Name 3 types of material that a volcano can erupt.

- rock ✓
- lava ✓
- ash ✓

6. Name 2 ways which scientist can monitor volcanoes to predict their eruption.

- Thermometers ✓
- Size measurements ✓

7. Label

8. Name the volcano that erupted in May 1980 in USA.
St. Helens ✓

Score: 13 / 18

S Which questions did you get correct?
1, 2, 3, 4, 5, 6, 7, 8

T Correct any mistakes on your work in green pen.

A On work.

The MIG logo is used to highlight to staff and students that this is assessing key component knowledge.

The knowledge test uses the STA approach, to ensure that students get feedback on each MIG that they complete.

Formative assessment

Staff all use a common feedback sheet within the department, that is stapled on to the students work. This ensures consistency across the department in terms of feedback and also student become more confident in how their feedback will be given in Geography regardless of teacher or key stage.

This is the proforma that is used for every piece of work where formative feedback is need.

The **strengths** that have been identified will be highlighted on the success criteria, these include both the substantive and disciplinary knowledge that is needed for the piece of work.

My progress in Geography

Assessment	Score 6 / 8	Literacy: Correct all spellings.
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Explain the benefits of the relief effort in Africa by Oxfam (8)

	1-2 marks (P)	3-4 marks (E)	5-6 marks (E+)	7-8 marks (E++)
Mark scheme	- Basic description of what Oxfam did to reduce the spread of Ebola. - Lots of points made.	- Detailed description of what Oxfam did to reduce the spread of Ebola. - Basic use of connectives. - Some explanation of the impact this had on the spread of Ebola.	- Detailed description of what Oxfam did to reduce the spread of Ebola. - Use of connectives to link ideas and show consequences - Chains of explanation to show the impact this had on the spread of Ebola.	- Detailed description of what Oxfam did to reduce the spread of Ebola. - Excellent use of connectives to join ideas together and show multiple consequences. - Chains of explanation to show the impact this had on the spread of Ebola.

T **Targets for improvement in your piece of work are:**

- 1) Add extra detail to your chains of reasoning. (P- E- E+ - E++)
- 2) Do you think Oxfam could have done more to reduce the spread of Ebola, explain your opinion?
- 3) Create a mind map to show as many development indicators that link to the spread of Ebola (e.g. literacy rates - lack of education)

Pupil's improvement:

A I did agree that they did enough, they provided clean water and soap for people to wash their hands which is reducing the spread of Ebola.

The **target** for the student will be highlighted or an individual target given if that is more appropriate.

Students are given time in lesson to **action** the feedback that is given. This will be completed in green pen.

If there is a common class misconception or target the teacher will scaffold the green pen work and model using the visualiser.

Summative assessment

Summative assessments are marked using a common mark schemes across all staff, with moderation of marking taking place within the department. Students are informed of their mark and percentage on the assessment. Feedback is also given at a whole class level on questions that have been identified as areas for improvement. Staff will spend time modelling answers and breaking down specific questions, with students then having the opportunity to action their answer.

This question will have been identified by the class teacher as one that collectively the class needs feedback on.

3) Periods of extended High pressure ^{brings dry weather} can lead to impact on different groups of people. Explain why (6)
 $P \rightarrow E \rightarrow E+ \quad (x2)$
Farmers in places like California may be affected by drought (P). This means that crops may not have enough water to grow properly (E). Therefore the farmers will sell less crops and earn less money (E+)

Staff have broken down the question under the visualiser with the class, discussing their cognitive process.

Holiday makers in England may be affected by high summer temperatures (P). This means that they may get sunburnt (E). Therefore they could suffer from skin problems (E+)

Students will have time in class to improve their original answer or write a model answer that they can refer to in future.

Model answer (7/8)

group of people

Business owners are likely to be badly affected by tropical storms such as in Hurricane Katrina (where there businesses were looted). This means that they do not have goods to sell and so their profits will decrease and they may have to close their business.
explanation +
not everyone affected the same.

group of people

Car owners were less affected by tropical storms than non car owners as before Hurricane Katrina the population of New Orleans was ordered to be evacuated. Car owners could drive away to safety and therefore there was less risk to their lives whereas those with no cars had to stay in their houses or move to the rescue centre. Both of which increased the risk to their lives.
link
Explanatory
E+ E
E+
E+

Staff have provided a modelled answer for students to have to refer to. This will have been identified as a question that students need extra support with.

The answer has been broken down with the students to highlight what makes this a top band answer.