

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 continuously, and in every lesson, using whiteboards, questioning, and oracy strategies which encourage thinking out loud, such as 'Turn and Talk'. These strategies allow teachers to formatively assess the understanding of the students and allow for **adaptive teaching**. These approaches are common across the department to allow for **consistency**. There is an Assessment folder within each Year Group noticeboard (organised into half terms – or into different GCSE units) where all assessments, marking aids and mark sheets are centrally saved. Staff may adapt the latter as required for their classes and the feedback offered. All marks are recorded in the SIMs 'L' Templates, as individual percentages. If a standardised assessment has more than one question, these are recorded as individual percentages in SIMs, as this makes the data easier to track and for interventions to take place as required. Assessments test **student understanding** of chronology, key terms and concepts, essential dates, facts and individuals, as well as **essential historical skills**. Assessments include references to common **misconceptions** which have been identified and explicitly taught. The department has ongoing **evaluative discussions** regarding assessments, ensuring that they effectively assess the students on the key procedural and substantive knowledge, as well as identifying **next steps**.

In **KS3**, students will complete one **Knowledge Test** per half term, marked in class by students. These will be a 20 mark test on knowledge, chronology, key individuals, concepts and key terms. Marks will be recorded on SIMs. In **each half term that does not have a standardised assessment**, there will also be at least **one piece of more extended writing** in books, **STA marked** by the class teacher. These should be focused on one of the **'Second Order Concepts'** – *Cause and Consequence / Change and Continuity / Similarity and Difference / Historical Significance / Evidence and Sources / Historical Interpretations*. In addition, there will be a substantial **standardised assessment before each monitoring window**. Standardised assessments reflect **learning over time** and long-term retention, ensuring that prior learning is revisited and connected. **Formal Exams** in Y7-9 will form one of these three standardised assessment opportunities.

In **KS4**, students will complete two **Knowledge Tests** per half term, marked in class by students. These can be repeated as required and form part of the regular interleaving and retrieving of knowledge we aim for throughout the KS4 course. In **each half term that does not have a standardised assessment**, there will also be at least **one exam style question** completed in books, **STA marked** by the class teacher. These should reflect the **full range of exam questions** on each paper e.g. Cold War – *Consequences / Narrative / Importance*. STA feedback can be given in the form of 'whole class marking'. In addition, there will be a more substantial **standardised assessment before each monitoring window**. Mock Exams in Y10 and 11 will form one of these standardised assessment opportunities. As the course will be complete for Y11 by Easter, HT5 Y11 will focus on revision and exam preparation using predicted papers – so there is no expectation that there will be any extra marking in books etc.

In **KS5**, students will complete one or two **Knowledge Tests** per half term (depending on Y12/13), marked in class by students. In Y12, there will be two knowledge tests in each half term – one for the **Germany** course and one for **Tudors**. In each half term, there will also be **at least one exam style question** completed, **STA marked** by the class teacher. These should reflect the **full range of exam questions** on each paper e.g. the Germany paper features 10 and 20 mark questions. Clearly, **students will not be able to access the full range of questions immediately**. Y12 Tudors students will not be able to answer questions involving **primary sources** until they have studied the Mid Tudor Crisis. Likewise, Y13 students will not be able to complete the 1865-1992 questions until they have completed a substantial amount of the course content, but will be able to access the interpretations questions that focus on specific depth studies e.g. the Gilded Age. In addition, there will be one more substantial standardised assessment before each monitoring window. **Mock Exams** in Y12-13 will form one of these standardised assessment opportunities.

History Department KS3 Assessment Model

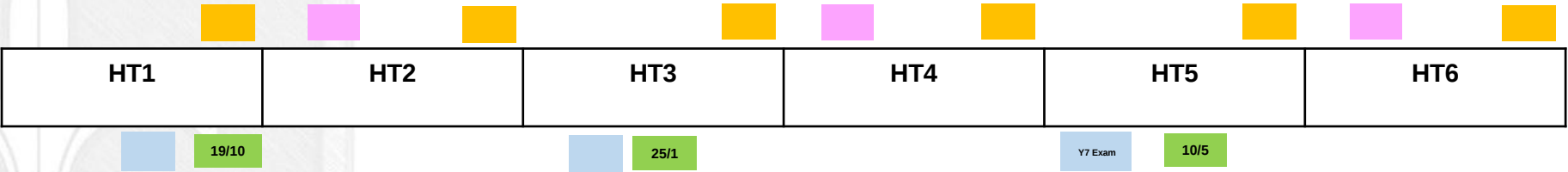
Knowledge Test

Extended writing in books, STA marked,
based on 'Second Order Concepts'

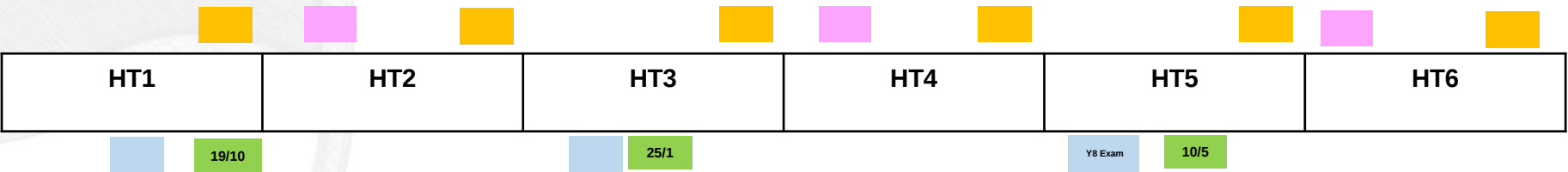
Standardised Assessment

Monitoring deadline

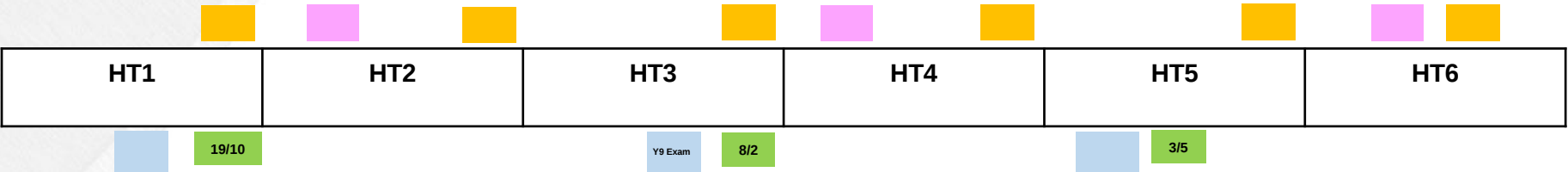
Y7:



Y8:



Y9:



History Department KS4 Assessment Model

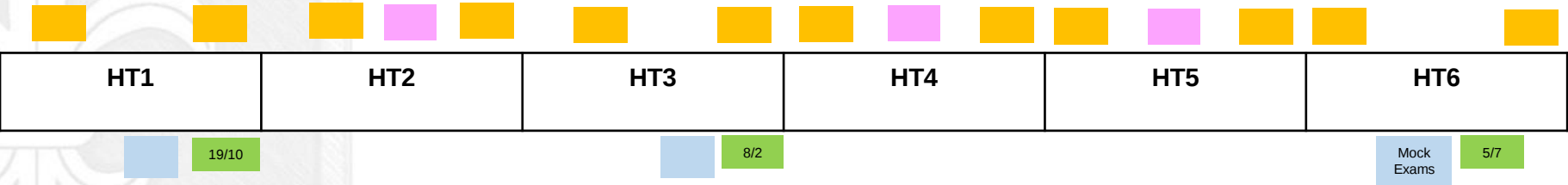
Knowledge Tests

Exam question

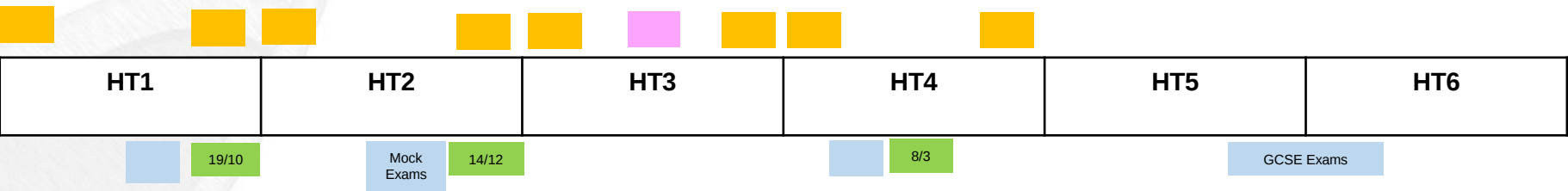
Standardised Assessment

Monitoring deadline

Y10:



Y11:



History Department **KS5** Assessment Model

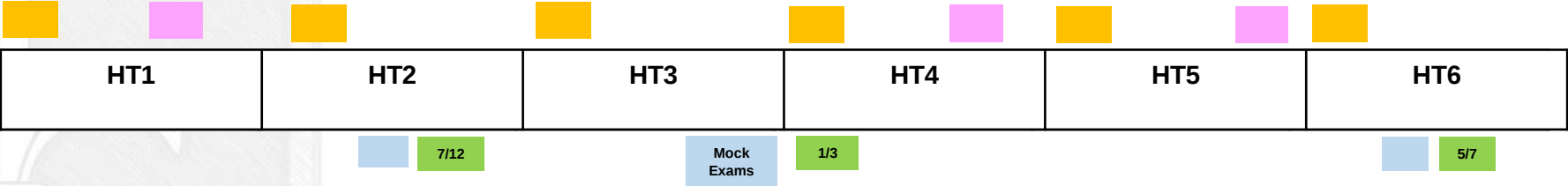
Knowledge Test

Exam question / essay

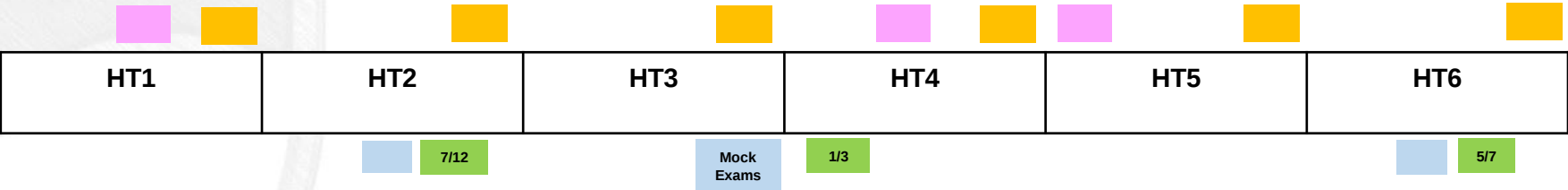
Standardised Assessment

Monitoring deadline

Y12
Germany:



Y12
Tudors



Y13
Civil Rights

