

Subject History KS3		FUNCTIONS OF ASSESSMENT		
		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
		<p>The instructional guidance that identifies central points of learning and plans for the progression of individuals students.</p>	<p>This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)</p>	<p>This is about institutional accountability and comes after terminal exams.</p>
TIMESCALE	Annually	<p>Year 7 Baseline Assessment on the topic of 'What should go in the Museum of Family Life?' act as a starting point from which judgements can be made to aid ongoing formative assessment by staff.</p> <p>In Year 8 the use of previous year 7 data can be used by staff in order to make formative judgements of students' performance and understanding against.</p>	<p>Formal End of Year examinations as part of the Key Stage 3 Assessment Week. Questions are set in the style of the GCSE. These cover all topics studied across the year as follows:</p> <p><u>Year 7:</u></p> <ol style="list-style-type: none"> 1. What should be in the Museum of Family Life? 2. Why did William win the Battle of Hastings? 3. Could Medieval Kings cope? 4. When did people have to worry most about religion under the Tudors? 5. Why did Civil War break out in 1642? 6. What changed Britain most up to 1650? <p><u>Year 8:</u></p> <ol style="list-style-type: none"> 1. Who was responsible for the abolition of the slave trade? 2. Did the government always tell the truth in WW1? 3. Women's Suffrage 4. Which was the most significant battle of WW2? 5. How should the Holocaust be remembered? 6. Why did Dr Seuss write the Butter Battle Book in 1984? (Cold War) 	<p>Throughout KS3, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.</p> <p>The History tracker tracks and evaluates summative assessment performance across all of Key Stage 3 to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.</p>
	Interim Could be termly or half termly	<p>End of Unit tests usually each half term are teacher assessed with re-act feedback. Students well below target are expected to retake or</p>	<p>Health checks are used to gauge knowledge of content in every topic. End of topic assessments</p>	

		<p>rewrite these to come into line with their target grades.</p> <p>Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance</p>	<p><u>Year 7:</u></p> <ol style="list-style-type: none"> 1. What should be in the Museum of Family Life? 2. Why did William win the Battle of Hastings? 3. Could Medieval Kings cope? 4. When did people have to worry most about religion under the Tudors? 5. Why did Civil War break out in 1642? 6. What changed Britain most up to 1650? 	<p><u>Year 8:</u></p> <ol style="list-style-type: none"> 1. Who was responsible for the abolition of the slave trade? 2. Did the government always tell the truth in WW1? 3. Women's Suffrage 4. Which was the most significant battle of WW2? 5. How should the Holocaust be remembered? 6. Why did Dr Seuss write the Butter Battle Book in 1984? (Cold War) 	
	<p>Weekly</p>	<p>Regular formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> • Success criteria or student checklists • Model answers • Low stakes testing on key concepts, processes, locations and features. • Tiered outcome descriptors e.g. Gold/Silver/Bronze <p>Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps are considered and 're-acted' too.</p>			
	<p>Hourly</p>	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> • Focused questioning • Tiered verbal questioning (Bloom's taxonomy) • Mini test and plenaries. • Use of keywords and learning word walls throughout lessons. • Hinge point questions and self-reflection exercises. 			