

Subject		FUNCTIONS OF ASSESSMENT				
History KS4						
		FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	EVALUATIVE; This is about institutional accountability and comes after terminal exams.		
TIMESCALE	Annually	At Key Stage 4 (KS4) the use of previous KS3 data and FFT data can be used by staff in order to make formative judgements of students' performance and understanding against.	Years 9 and 10 will sit a GCSE style paper for their End of Year Exam to measure progress and outcomes from their starting points 10 around Easter and Yr 9 in the summer. Year 11 will have their GCSE exams in May/June which are externally marked by AQA. Results in August. Year 9: Conflict and tension, Germany Democracy and Dictatorship Year 10: Power and the People, The restoration	Throughout KS4, 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. The History tracker, tracks and evaluates summative assessment performance across the year to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.		
	Interim Could be termly or half termly	End of Unit tests usually each half term are teacher assessed with re-act feedback. Students well below target are expected to retake or rewrite these to come into line with their target grades. Lesson ready (home learning) is for consolidation and practice purposes and	End of topic tests for each topic in each unit. Marks and mark schemes shared with pupils. Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.	<table border="1"> <tr> <td>Conflict and Tension</td> <td> <ol style="list-style-type: none"> 1. Treaty of Versailles 2. League of Nations 3. Steps to War </td> </tr> </table>	Conflict and Tension	<ol style="list-style-type: none"> 1. Treaty of Versailles 2. League of Nations 3. Steps to War
Conflict and Tension	<ol style="list-style-type: none"> 1. Treaty of Versailles 2. League of Nations 3. Steps to War 					

		<p>includes questions and tasks to aid learning and exam performance</p> <p>Half term units of topic/style/issue based work are completed. Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the start of each topic. These illustrate the various topics and tasks which students will cover and if/how they shall be assessed.</p>	Germany	<ol style="list-style-type: none"> 1. Weimar Republic 2. Rise of the Nazis 3. Consolidation of Power 4. Life in Nazi Germany 	
			Power and the People	<ol style="list-style-type: none"> 1. Challenging the king 2. Threats to Royal Authority 3. Protest and Reform 4. The Twentieth Century 	
			The Restoration	<ol style="list-style-type: none"> 1. The King 2. Cultural change 3. Economic and Technological change 	
	Weekly	<p>Regular formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> • Success criteria or student checklists • Single GCSE questions • 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>			
	Hourly	<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. 			