


Subject History KS5		FUNCTIONS OF ASSESSMENT		
	<p>FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.</p>	<p>SUMMATIVE; 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>EVALUATIVE; This is about institutional accountability and comes after terminal exams.</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TIMESCALE</p> <p>Annually</p>	<p>Year 12:</p> <ul style="list-style-type: none"> GCSE History data used to make formative judgment of students. Reflection on ALPS target grades <p>Year 13:</p> <ul style="list-style-type: none"> UCAS exam data and ALPS target grades from the previous year used in order to make formative judgements of students' performance and understanding. This will shape future formative assessment i.e. questioning. 	<p>Year 12 - UCAS exam – A level paper 1 & 2 Tudors Henry VII, 1485–1509 Henry VIII, 1509–1547 USA Truman Eisenhower Kennedy</p> <p>Year 13 - A level mock examinations</p> <ul style="list-style-type: none"> Paper 1: The Tudors Paper 2: USA: American Dream <p>Year 13 - A level external examinations</p> <ul style="list-style-type: none"> Paper 1: The Tudors Paper 2: USA: American Dream None Examined Assessment 	<p>Throughout KS5, 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>Students have ownership and track and evaluate their own progress throughout the year using both formative and summative assessment outcomes to form a holistic view of student performance and progress. The same data is tracked by the subject leader and is used this to inform teaching, feedback, targets and intervention strategies.</p> <p>Year 12 UCAS exams will be used to evaluate progress over the first year and allow for analysis of suitability of continuation of the course.</p> <p>External A level exams for year 13 will form the basis for departmental evaluation.</p>

<p>Interim</p> <p>Could be termly or half termly</p>	<p>Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Half term units of topic based work are completed and assessed.</p> <p>Following topical assessment:</p> <ul style="list-style-type: none"> Each topic has a Personalised Learning Checklist (PLC). Students will use this to reflect on their own areas for development and make actions plans to address areas of weakness – this will allow for self-efficacy and development of growth mind-set. <p>Each student will have an assessment tracker sheet which they will use to track their own progress over both formative and summative assessment – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLC's</p>	<p>End of topic tests for each topic in each History. Marks and mark schemes shared with pupils. Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.</p> <p>Year 12 Tudors Henry VII, 1485–1509 Henry VIII, 1509–1547</p> <p>USA Truman, Eisenhower, Kennedey</p> <p>Year 13 Tudor Mid Tudor Crisis Elizabeth</p> <p>USA Johnson, Nixon, Ford & Carter</p>		
	<p>Weekly</p>	<p>Sub-topical exam style questions:</p> <ul style="list-style-type: none"> Throughout the weeks past paper questions are embedded into each topic Having completed tasks, students immediately self or peer assess and reflect on their learning, making next step comments/action plans for improvement. This is then also completed in the assessment trackers. Source analysis reflections embedded into every lesson. <p>Understanding exam requirements:</p> <ul style="list-style-type: none"> Students will view mark schemes weekly. Model answers will be used to support learning. 		
	<p>Hourly</p>	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> Recap Quizzes Use of mini-whiteboards Focused questioning 		

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| | | <ul style="list-style-type: none">• Tiered verbal questioning (Bloom's taxonomy)• Mini test and plenaries.• Hinge point questions and self-reflection exercises. | |
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