

Southend High School for Girls



Assessment Policy for Classical Civilisation

Our assessment policy and procedures are underpinned by three key questions :

1. Where is the learning going?
2. Where is the learner now?
3. How does the learner get there?
(Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit)
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

KS3

By the end of KS3 students should be able to :

- Demonstrate a good overall knowledge of the ancient Greek and Roman world
- Compare and contrast Greek and Roman values
- Explore the relevance of Greek mythology to the modern world
- Have a command of basic Latin vocabulary
- Make relevant, persuasive and eloquent contributions to whole class debates
- SHAPE contributions to whole class debates (contribute in full sentences, keep hands away from mouth, articulate and project well, make eye contact with audience)

- Be professional during whole class debates in terms of language, tone and body language
- Think on their feet to respond to the contributions of others to whole class debates

KS5

By the end of KS5 students should be able to:

- Demonstrate a sophisticated level of knowledge and understanding of the literature and culture of the classical world
- Explain classical literature, thought and material culture in its context, including how issues and values relevant to the society in which they were created are reflected in ancient sources and materials
- Articulate informed responses to classical texts, thought and material culture, using a range of appropriate evidence to formulate coherent arguments with substantiated evidence-based judgements
- Analyse extracts of classical texts, showing how they relate to the themes and concerns of the whole and explaining the role they play in the structure of the overall text
- Analyse and evaluate the views of classical scholars

Diagnostic assessment methods

- Retrieval practice is used at the beginning of every lesson in both KS3 and KS5- a range of activity types are used eg mind-mapping, short answer questions, testing partners
- Questioning is used after the introduction of key concepts to check comprehension of key concepts
- Mini-whiteboards

Formative assessment methods

KS3

- In KS3, students have fortnightly low stakes key facts tests marked out of five to help them assess their level of knowledge.
- In KS3, students have a self/peer assessment sheet and an assessment criteria sheet for debating skills (attached as an appendix). They use it to conduct peer and self-assessment.
- Students are frequently called on to write their answers on mini-whiteboards, particularly in Latin
- Pose-pause-pounce-bounce questioning is used in every lesson

- We have some hinge questions in our SoW and work will be done during gained time to produce more

KS5

- Pose-pause-pounce-bounce questioning is used in every lesson
- Low stakes quizzes are frequently used within lessons to check student retention of key concepts
- Students have a self/peer assessment sheet for each type of exam question. They use these to conduct peer and self-assessment every time they complete an exam style question in class.
- Students regularly practice planning their answers to the different types of exam questions and then compare the range of points they have created to the possible answers provided by their teacher
- Students practice marking exemplar answers using their self/peer assessment sheets

Summative assessment

KS3

Time	Type of assessment	Topic
Year 7- Autumn Half Term 1	Assessed debate	Greek religion, Athens and Sparta, Childhood in Ancient Greece
Year 7- Autumn Half Term 2	Assessed debate	Greek art and architecture. Greek theatre, the Olympic Games
Year 7- Winter Half Term 1	Assessed debate	Pandora, Midas, Actaeon
Year 7- Winter Half Term 2	Assessed debate	Roman towns, Roman religion, childhood in ancient Rome
Year 7- Summer Half Term 1	Assessed debate	Roman dining, gladiatorial games, Roman foundation myths
Year 7- Summer Half Term 2	Latin vocabulary and translation test	Latin

KS5

Time	Type of assessment	Topic
Year 12- Autumn Half Term 1	World of the Hero- 10 mark stimulus question	Xenia
Year 12- Autumn Half Term 1	Invention of the Barbarian- 10 mark stimulus question	Greek (Dis)unity
Year 12- Autumn Half Term 2	World of the Hero- 20 mark essay question	Role of the immortals
Year 12- Autumn Half Term 2	Invention of the Barbarian- 20 mark essay question	Concept of the Barbarian (Greek views of the Persians)

Year 12- Winter Half Term 1	Invention of the Barbarian- 30 mark essay question	Mythical Barbarians (the Amazons and Medea)
Year 12- Winter Half Term 1	World of the Hero- 30 mark essay question	Odysseus
Year 12- Winter Half Term 2	Invention of the Barbarian- 20 mark essay question	Historical Barbarians (Herodotus and Aeschylus)
Year 12- Winter Half Term 2	World of the Hero- 20 mark essay question	Odyssey Book 21
Year 12- Summer Half Term 1	PPE Exam 1- Invention of the Barbarian- Full paper (3 x short answer qs, 2 x 10 mark stimulus questions, 1 x 20 mark essay question, 1 x 30 mark essay question)	Usually most recent A Level exam- amended if necessary to ensure that it is appropriate for content learners have covered
Year 12- Summer Half Term 1	PPE Exam 2- World of the Hero- Half paper (1 x 10 mark stimulus question, 1 x 20 mark essay question, 1 x 30 mark essay question)	Usually the Odyssey questions from the most recent A Level exam- amended if necessary to ensure that it is appropriate for content learners have covered
Year 12- Summer Half Term 2	Invention of the Barbarian- 30 mark essay question	Reality of Persia
Year 12- Summer Half Term 2	World of the Hero- 30 mark essay question	Structure of Odyssey
Year 13- Autumn Half Term 1	Politics of the Late Republic- 10 mark political ideas question	Caesar as Popularis and Dictator
Year 13- Autumn Half Term 1	World of the Hero- 20 mark essay question	Portrayal of War in the Aeneid
Year 13- Autumn Half Term 2	Politics of the Late Republic- 30 mark essay question	Cato and the Politics of the Optimates
Year 13- Autumn Half Term 2	World of the Hero- 10 mark comparison question	Odyssey and Aeneid
Year 13- Winter Half Term 1	PPE Paper 1- World of the Hero- Full paper- (2 x 10 mark stimulus questions, 2 x 20 mark essay questions, 1 10 mark comparison question, 1 30 mark essay question)	Usually most recent A Level exam- amended if necessary to ensure that it is appropriate for content learners have covered
Year 13- Winter Half Term 1	PPE Paper 3- Politics of the Late Republic- Full paper (3 x short answer qs, 2 x 10 mark stimulus questions, 1	Usually most recent A Level exam- amended if necessary to ensure that it is

	x 20 mark essay question, 1 x 30 mark essay question)	appropriate for content learners have covered
Year 13- Winter Half Term 2	World of the Hero- 30 mark essay question	Aeneas and Heroism
Year 13- Winter Half Term 2	Invention of the Barbarian- 30 mark essay question	Greeks and Barbarians
Year 13- Summer Half Term 1	World of the Hero- 30 mark essay question	To be determined by needs of cohort
Year 13- Summer Half Term 1	Politics of the Late Republic- 30 mark essay question	To be determined by needs of cohort

Marking and Feedback

The marks of all summative assessments for KS3 and KS5 are recorded on a department spreadsheet on the G Drive.

KS3

- In the first two and a half terms of KS3, students are assessed through class debates. At the beginning of each term they are given a new seating plan and put into a group of three. This is their debating team. There are three whole class debates per half term and a different member of the team participates in each of these debates so that every member of the class participates in at least one debate per half term. The other two members of the team assist the debater in preparing their arguments beforehand. This means that only ten students are speaking in each class debate, which keeps it manageable so that the class teacher is able to record the attainment of each participant.
- The class teacher assesses the performance of each debater and awards them a score for six criteria (clear/audible, professional delivery, relevant points, precise/accurate knowledge, respond to previous debater, persuasiveness) using a mark sheet. They record this on the department spreadsheet and return the mark sheet to the student in question.
- Students stick their mark sheets into the back of their exercise books and fill out the target section.
- In KS3, students have a self/peer assessment sheet and an assessment criteria sheet for debating skills. They use it to conduct peer and self-assessment.

KS5

- All students complete an exam style answer (or a substantial part of an exam style answer) for each side of their course every month in class and without notes
- All exam style answers completed in class are self or peer-assessed using self and peer-assessment sheets

- Roughly half of these exam style answers are then marked by the class teacher (see assessment schedule above). The self/peer assessment sheets are marked alongside the answers. Particularly earlier on in Year 12 this enables the teacher to check the quality of self/peer-assessment and feedback as necessary. Later it saves some time as many comments have already been made by students themselves.
- In the second term of Year 12 and the whole of Year 13, students complete a detailed essay plan on a previous for each of their teachers every fortnight. The class teacher checks to see all have been done. Every so often all are marked and feedback provided but more frequently the teacher marks the work of a smaller selection of students, using it to support those on intervention and members of disadvantaged groups.
- In Year 13, students complete a log of their wider reading, which they are expected to update every fortnight. This feeds into Reading Fridays during which students share their extra reading with each other. On Reading Fridays the class teacher checks to see that reading logs have been updated.
- Short answer tests are set from time to time at the discretion of the class teacher when a clear issue with knowledge emerges (typically around retention of quotes in the second term of Year 12 or the retention of dates in the first term of Year 13). When this is the case tests are out of ten and the pass mark is 70%.

Marking and Feedback Codes

When providing written feedback in exercise books to ensure consistency across the school particularly for literacy the following codes should be used above the relevant word /section:

- ✓ good point
- X incorrect or wrong point
- SP spelling error which needs correction
- P punctuation error which needs correction
- GR grammatical error which needs correction
- / start a new sentence
- // start a new paragraph
- ?? the point is not clear
- WW wrong word
- ^ missing word
- [] this part needs rewording
- +1 academic achievement point

Presentation

- All work should have a date on the right hand side, written in full and underlined with a ruler (e.g. 12th September 2023). MFL require students to write the date in the relevant target language
- All work will have a title / heading which is underlined with a ruler
- All work should have CW/HW written in the top left-hand margin (MFL require students to write these in the target language)
- Only black or blue ink should be used for writing with the exception of student responses to feedback (as indicated by individual department policies)
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

Recording and Monitoring of Assessment

There are departmental spreadsheets for each year group. The marks for all assessments are entered here.

- HoD checks up on the progress of classes and groups of students (i.e. PP, SEND, Looked After, &c) using these spreadsheets.

Appendix KS3 Assessed debating materials

Debating Mark Scheme

Clear and audible	Excellent (E) – Contributions almost always SHAPED (see below) well Good (G) – Contributions mostly SHAPED (see below) well Target (T) - Contributions seriously hampered by problems with SHAPE (see below) SHAPE = <ul style="list-style-type: none">• Sentences - No single word answers• Hands away from mouth - be confident• Articulate - don't mumble or hesitate• Project - speak with a loud, clear voice• Eye Contact - if possible, try to maintain eye contact
Professional delivery	Excellent (E) – Contributions almost always include the elements of professional delivery below Good (G) – Contributions mostly include the elements of professional delivery below

	<p>Target (T) - Contributions seriously hampered by problems with the elements of professional delivery below</p> <ul style="list-style-type: none"> • Language is formal and suitable for a professional setting. • Body language is controlled and formal • Tone is serious and professional
Relevant points	<p>Excellent (E) – Contributions always relevant</p> <p>Good (G) – Contributions mostly relevant</p> <p>Target (T) - Contributions seriously hampered by problems with relevance</p>
Precise and accurate knowledge	<p>Excellent (E) – Contributions always backed up by precise and accurate knowledge</p> <p>Good (G) – Contributions mostly backed up by precise and accurate knowledge</p> <p>Target (T) - Contributions seriously hampered by lack of precise and accurate knowledge</p>
Respond to previous debate	<p>Excellent (E) – Makes at least one persuasive response to a previous speaker</p> <p>Good (G) – Makes at least one response to a previous speaker</p> <p>Target (T) – Does not acknowledge any previous speaker (unless student is the first speaker)</p>
Persuasiveness	<p>Excellent (E) – Student is eloquent and persuasive</p> <p>Good (G) – Student is persuasive</p> <p>Target (T) – Contributions severely lacking in persuasiveness</p>

Debating Marksheets

Name			
Date			
Title			
Score	Target	Good	Excellent
Clear & audible			
Professional delivery			
Relevant points			
Precise & accurate knowledge			
Respond to previous debater			
Persuasiveness			
My target -			