

Southend High School for Girls



Assessment Policy for Geography

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 have developed an understanding of how physical and human environments interact, within familiar and unfamiliar places within the UK and beyond. They should have developed knowledge of places, people, and interactions through named examples. Students will have developed their communication skills through literacy and oracy, working on describe and explain as well as building confidence in presentation skills. They will have developed research skills to independently investigate ecosystem interactions, cities and more. Students will have developed inquiry skills to interpret maps, diagrams and photographs.

KS4

By the end of KS4 students should be confident in their knowledge of how physical and human environments interact. They are more informed of UK geography including the role of people and physical landscape features. Students have applied factual knowledge to local and global examples both in theory and through fieldwork. Students have developed their communication skills through literacy and oracy, working on justification and evaluation as well as being much more confident in their presentation skills. Students are able to interrogate a variety of media resources including photographs, maps, diagrams and GIS.

KS5

By the end of KS5 students should have embedded their knowledge of how physical and human environments interact through comprehensive and broad factual knowledge. They have developed independent thinking and natural curiosity about people, place, and resources, both locally, nationally and globally. Their inquisitive approach to their studies has them questioning players attitudes and alternative futures for their planet whilst thinking about sustainability and their role on the planet. Students have proven themselves to be well-rounded learners rooted in well-established skills in literacy, oracy, numeracy, analysing and evaluative in a variety of medium, for example, written work, photographs, diagrams and GIS.

Diagnostic assessment methods

- Q&A (all KS)
- Retrieval activities (all KS)
- Mini white boards – ‘what do you remember diagrams’ (all KS)
- Brain dumps (KS4)
- Year 12 Coasts knowledge test (KS5)

Formative assessment methods

- Teacher questioning
- Regular retrieval practice (mixed activities 1 per week Year 7 and 8, fortnightly for 9-11)
- Peer- and self-assessment using criteria
- Verbal feedback (teacher and peer-led)
- WAGOLLs (KS4 and KS5)
- Visualiser for WWW/EBI and exemplars
- Think-pair-share
- Mini whiteboards
- Quizzes using MCQs, SMHW or Kahoot
- Raw marks for practice questions or skills

Summative assessment

Year group	Assessment	When
Year 7	Choosing a settlement site OS Map skills test Ethiopia project Pt 2 Climate impacts Ethiopia project Pt 3 Conclusion End of Year Examination	Autumn term Autumn term Spring term Spring term Summer term
Year 8	Seamounts article Earthquakes comparison task Glaciation end of unit test Globalised product poster Development (this means that indicator use) End of Year Examination Weather & Climate presentation	Autumn term Autumn term Spring term Spring term Summer term Summer term Summer term
Year 9	Tropical rainforest poster Decision-making activity of TRF Mumbai: top-down bottom-up schemes London: sustainability End of Year Examination Climate change impacts poster	Autumn term Autumn term Spring term Spring term Summer term Summer term
<i>The teaching order and assessment for KS3 may change depending on timetabling of teaching hours and class splits</i>		
Year 10	Rural & Urban UK Processes & Change test Coastal Processes and management test Fieldwork questions End of Year Examination Extreme Weather, Climate & Desertification test Ecosystems: Hot semi-arid grassland & a local ecosystem example test	Autumn term Spring term Spring term Spring term Summer term Summer term
Year 11	River Processes, Flooding & Management test Water Management End of Year Examinations Uneven Patterns of Development test	Autumn term Autumn term/Spring term Spring term Spring term
<i>The teaching order and assessment for KS4 may change depending on timetabling of teaching hours and class splits</i>		
Year 12	Coasts mini test Coastal management presentation Mock NEA Coasts end of unit test Globalisation test End of Year Examinations Tectonics test	Autumn term Autumn term Autumn term Spring term Spring term Summer term Summer term
Year 13	NEA Water Insecurity test	Autumn term Autumn term

	Paper 3 18- and 24- marker End of Year Examinations Carbon security test Health, Human Rights & Intervention test	Autumn term Spring term Spring term Summer term
<i>The teaching order and assessment for KS5 may change depending on timetabling of teaching hours and class splits</i>		

Marking and Feedback

Please add in details of how this is done in the department

Marking

End of unit tests and end of year examinations provide a raw mark, percentage and grade for KS4/ KS5. For KS3, in addition to a raw mark and percentage, they would also receive a (+) (=) (-) to show if they are at expected standard, above expected standard or below expected standard.

For key assessed pieces of work, students at KS3 would received a (+) (=) (-) with a WWW/ EBI comment. Students are given verbal whole class feedback upon return of work time to respond to the comments in a different colour pen. This can be completed in class or as a homework. Teacher is to check response but is to not re-mark the work.

At KS3 and KS4, students may also be effort graded for a homework assignment which does not require lengthy feedback. The class teacher is to use their professional judgement on feedback and adapting lessons accordingly if needed for this type of marking. Effort marking uses E1-4 for standards of work.

Codes:

(+) Working beyond expected standards

(=) Working at expected standards

(-) Working towards expected standards

(U) Ungraded due to lack of work and effort

E1 Outstanding work – high quality, goes beyond the task requirement

E2 Good work – good quality work which meets the requirements of the task

E3 Satisfactory work – satisfactory work which just meets the requirements of the task

E4 Unsatisfactory work – poor quality work which requires re-submission/ sanction

Feedback

Verbal feedback: during the lesson and whole class feedback. Students are expected to make corrections/ additions to their work in a different coloured ink. This can be done during the lesson or set as a homework.

Reshaping lessons to address misconceptions and understanding of key concepts: based on student questions and feedback responding to questions/activities, adapt lessons as required to ensure students have understood key concepts before moving on.

Use of the visualiser for exemplar work: demonstrate WAGOLL and WABOLL to help students engage with mark schemes and understand the criteria of how to improve.

Use of checklists to see if the criteria of skills has been met: can be done verbally or written before work is submitted for checking.

WWW/EBI comments (written and verbal): may be done verbally at the end or middle of activities by teacher or peers (criteria to be outlined first). Teacher or peers may provide written feedback at the end of an activity or homework to check understanding/ learning from the lesson(s). Comments received should be responded to by students in a different coloured pen.

Peer-assessment: criteria provided to model exemplary work. The peer-assessor has to understand the learning to apply this correctly and provide WWW/EBI feedback to their peer.

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).
- 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
- Only black or blue ink should be used for writing with the exception of student responses to feedback
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

Recording and Monitoring of Assessment

Summative assessment marks detailed in the above table are to be inputted onto the centralised departmental tracking sheet. HPT (HoD) sets this up for each year group. These are located in each year group's space on G: Drive.

All other marks are to be kept in class teachers' markbooks on G: Drive so that these can be accessed by Head of Department for checking and tracking.