Southend High School for Girls

Assessment Policy for Government and Politics

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.

KS5

By the end of KS5 students should be able to …

- develop strong skills of debate, essay writing and ability to construct arguments which are well informed, clearly explained and reach fully justified overall arguments
- develop their skills as independent learners focusing on completing extended reading to improve literacy skills, oracy skills and independent research skills in readiness for undergraduate study
- develop an interest in, and engagement with, contemporary politics and current affairs
- develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally

- develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes
- develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics
- develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups
- develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements

Diagnostic assessment methods

Government and Politics students are all new to the subject as it is not offered at Key Stage 3 or 4. Therefore Diagnostic testing is not carried out in year 12. Instead it is a tool used to springboard new lessons and topics via discussion in an informal setting at the teachers discretion.

Formative assessment methods

- Students in Government and Politics complete practise essays towards the end of topics once student's knowledge is deemed sufficient by their teachers. Formative feedback is provided by teachers with specific targets on how to improve.
- Questioning is used in every lesson to assess student understanding and provide feedback to inform and develop student understanding.
- Current affairs quizzes are carried out in the last week of every half term. These are peer marked and the correct answers and news stories are then discussed in feedback as a whole class.
- Students carry out regular group and paired discussions of questions. Staff circulate and then feedback takes place as a whole class.
- Whiteboards are used when appropriate to test knowledge.
- Pop quizzes are used at times to test student knowledge of a topic.
- Carousel group work is used to test student understanding of content and their ability to apply and select relevant knowledge to a range of examination style questions.

Summative assessment

- Students in Government and Politics complete end of unit tests for all topics in year 12 and 13.
- Students complete regular timed essays to test essay-writing skills.
- Year 12 complete PPE examinations on all topics completed by that stage.
- Year 13 complete PPE examinations in January.

Marking and Feedback

Regular folder checks are carried out by the Head of Department and data stored centrally on the G-drive to ensure marking is carried out regularly.

Teachers provide marks and written feedback for students on essays completed. This feedback helps to identify key targets to improve upon next time.

Teachers also often use exemplar essays, modelling essay feedback sheets and examiner reports as and when deemed appropriate. This is responsive to student needs and so often more scaffolding will be used at the start of the course or a topic to help provide relevant feedback and assist students in their understanding of how to make progress, how to improve their own work and what examiners are looking for to reach the top grades.

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 2024). 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

- All student data is centrally logged onto SIMS marksheets in line with whole school policy throughout the year.
- Government and Politics use an Excel student marksheet on G drive where staff record results of student assessments centrally. This enables HOD monitoring and use of data from all staff to make judgements on progress of all students across the topics.
- Individual staff are free to record data in their individual planners for their own records.