

Southend High School for Girls



Assessment Policy for Sociology

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 confidence oracy skills, be able to debate and discuss their opinions and support with well-chosen evidence.

Acquire academic language and knowledge will enable you to share your ideas and challenge the views of others.

Become a critical thinker who will question and challenge assumptions.

Be tolerant and understanding of other social groups.

Seek out reliable sources and check facts before developing informed opinions.

Know, understand sociological theories, perspectives and methods and be able to apply their knowledge confidently to examination questions.

Understand the design of research used to obtain data, including its strengths and limitations.

Apply the two core themes: • socialisation, culture and identity • social differentiation, power and stratification to all topics studied.

Understand the significance of conflict and consensus, social structure and social action, and the role of values.

Apply their sociological knowledge to contemporary society today as well siting UK society within its globalised context.

Acquire knowledge and a critical understanding of contemporary social processes and social changes appreciate the significance of theoretical and conceptual issues in sociological debate.

Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process.

Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society.

Develop a lifelong interest in social issues.

Cultivate the skills needed to find solutions to social issues and make positive contributions to society.

Diagnostic assessment methods

Few students have previously studied GCSE at Key Stage 4- where this the case, directed questioning will be used in lessons to establish level of knowledge at the beginning of the course, and at the start of each new topic.

At the start of lessons, questioning will be used to assess the prior knowledge of all students when starting a new topic. Agree/disagree statements/ pictures or articles may be used to prompt students/ measure understanding of a topic.

Formative assessment methods

A range of formative assessment strategies will be used in lessons. Previous content will be regularly reviewed using retrieval practice.

For example:

- Retrieval practise ie quizzes, Forms, Kahoots/ Blooklet/ grids, whiteboards
- Diagnostic questions
- Identifying misconceptions
- Think, pair, share

- Questioning
- Exam skills practise -Sharing and evaluating PEAEEL paragraphs
- Use of visualiser/ live marking/ use of Teams
- I write, you write
- Essay planning
- Peer assessment – application of mark scheme
- Self-assessment - application of mark scheme
- Whole class feedback
- Group presentations

Summative assessment

Year 12

Term 1 -Teacher 1

Through the term, students will be assessed on the following.

Introduction to Sociology

Group discussion, presentation A01, A02, A03

10 mark –‘outline and explain’ question with focus on A01, A02 and A03

Knowledge/terminology end of topic test A01, A02, A03

Families and Households

10 mark – ‘outline and explain’ question with focus on A01, A02, A03

10 mark –‘analyse’ question with focus on A01, A02 A03

20 mark –‘evaluate’ question with focus on A01, A02, A03

Teacher 2 Research methods – (assessment will take place approx. every 4 lessons)

10 mark – ‘outline and explain’ question with focus on A01, A02 and A03

Term 2

Teacher 1 -Through the term, students will be assessed on the following:

Families and households

10 mark ‘outline and explain’ question with focus on A01, A02, A03

10 mark 'analyse' question with focus on A01, A02 A03

20 mark 'evaluate' question with a focus on A01, A02, A03

Education with Research Methods

4 mark questions – A01

6 mark questions- A01, A02

10 mark 'analyse' question with focus on A01, A02 A03

30 mark evaluate question with focus on A01, A02, A03

Teacher 2 Research methods – (assessment will take place approx. every 4 lessons)

10 mark –'outline and explain' question with focus on A01, A02 and A03

20 mark – 'evaluate' question with focus on A01, A02, A03

Term 3

PPE -with focus on A01, A02 and A03

Education with Research Methods

4 mark questions – A01

6 mark questions- A01, A02

20 mark 'evaluate' question with a focus on A01, A02, A03

30 mark evaluate question with focus on A01, A02, A03

Teacher 2 Research methods --(assessment will take place approx. every 4 lessons)

10 mark –'outline and explain' question with focus on A01, A02 and A03

20 mark – 'evaluate' question with focus on A01, A02, A03

Where there is a 7/2 split- teacher 2 will also teach and assess on the Education with Research Methods in Context – 20 mark 'evaluate' question with focus on A01, A02, A03, 30 mark 'evaluate' question with focus on A01, A02, A03

Year 13

Term 1 Teacher 1 – Education with Research Methods in Context

20 mark 'evaluate' question focus on A01, A02, A03

Crime and Deviance

4 mark questions – A01

6 mark questions- A01, A02

10 mark 'analyse' questions with a focus on A01, A02, A03

30 mark evaluate question with focus on A01, A02, A03

Teacher 2 – Theory (assessment will take place approx. every 4 lessons)

10 mark –'outline and explain' question with focus on A01, A02 and A03

Students will be introduced to 20-mark evaluation question towards the end of term 1 in preparation for the PPE.

20 mark – 'evaluate' question with focus on A01, A02, A03

Term 2 PPE

Teacher 1- Crime and Deviance

4 mark questions – A01

6 mark questions- A01, A02

10 mark 'analyse' questions with a focus on A01, A02, A03

30 mark evaluate question with focus on A01, A02, A03

Mass Media

10 mark 'outline and explain' question with focus on A01, A02, A03

10 mark 'analyse' question with a focus on A01, A02, A03

20 mark 'evaluate' question with a focus on A01, A02, A03

Paper 2 – whole paper to be set – Families and Households and Mass Media

Teacher 2 – Theory (assessment will take place approx. every 4 lessons)

10 mark –'outline and explain' question with focus on A01, A02 and A03

20 mark – ‘evaluate’ question with focus on A01, A02, A03

Term 3

Teacher 1 – examination preparation – teachers will focus assessment where it is needed, using diagnostic strategies and AFL to advise.

Teacher 2 -examination preparation - teachers will focus assessment where it is needed, using diagnostic strategies and AFL to advise.

Marking and Feedback

Tutor2u marking grids used for 10, 20 and 30 mark questions/ assessment criteria
WWW/EBI

DIRT time in class/HW feedback/students make improvements to work

Students who achieve lower than expected will take a retest/ rewrite

Whole class feedback sheets may be used for 20/30 mark questions

Self-assessment and peer assessment used regularly/ live marking in class/ using MS Teams/ large whiteboards to share responses and improve/ visualiser used to ‘live’ mark responses and share with class

Students will gain experience of the mark schemes by marking past AQA exam paper responses

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
- All extension work should be identified
- Independent study work should be identified
- 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 work should be set out neatly.
- Pink exercise books to be used for assessments. Progress trackers to be completed after each assessment.
- Reading records to be kept in folders and completed regularly.

Recording and Monitoring of Assessment

Data will be recorded, monitored and tracked using the class trackers on the GDrive.

Teachers will also keep a record of marks in their planners.

Reports issued in line with the school reporting schedule.