

Southend High School for Girls



Assessment Policy for History

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:

- analyse causes and consequences, continuity and change; similarity, difference and significance.
- evaluate the strengths and weaknesses of an argument using contextual knowledge.
- make reasoned observations about a source's provenance using some contextual knowledge.
- support or challenge historians' interpretations using contextual knowledge.
- write an extended piece of work that is logically structured in the form of an essay with an introduction, paragraphs, and a conclusion.

KS4

By the end of KS4 students should be able to:

- demonstrate knowledge and understanding of the key features studied (AO1)
- explain and analyse historical events and periods studied using second-order history concepts (causation, consequence, similarity, difference, change, continuity, and significance (AO2)
- analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied (AO3)
- analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
- write a sustained explanation focused on consequence, significance or causation, in the form of three or more PLEEE paragraphs.
- write an analytical narrative.
- construct a sustained line of reasoning that is clearly and logically structured in the form of an extended essay with an introduction, paragraphs, and a conclusion.
- write an analysis and evaluation of the utility of two primary sources using contextual knowledge.
- write an analysis and evaluation of historians' interpretations using contextual knowledge.

KS5

By the end of KS5 students should be able to

- demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concept, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
- analyse and evaluate appropriate source materials, primary and / or contemporary to the period, within their historical context.
- analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
- write a focused comparison of the relative importance of two features in the form of an introduction, two PLEE-style paragraphs and a conclusion.
- write a sustained analysis and evaluation of four primary sources in their historical context in order to test a hypothesis.
- construct, in response to a depth question, a sustained line of reasoning that is clearly and logically structured in the form of an extended essay with an introduction, paragraphs, and a conclusion. Write a sustained analysis and evaluation of historians' interpretations

- write an extended essay of 3000-4000 words arising from independent study and research.

Diagnostic assessment methods

With a few deliberate exceptions, all History lessons at all key stages start with retrieval practice, either in written form or verbally, which is used diagnostically by the teacher.

Other methods of diagnostic assessment include:

- teacher questioning (always no-hands-up)
- the use of whiteboards and other whole-class assessment methods
- the use of short written activities which the teacher then takes in

Formative assessment methods

Formative assessment methods use by the History department include:

- the use of whiteboards and other whole-class assessment methods
- peer and self assessment
- teacher questioning (no-hands-up)
- pause-pose-pounce-bounce and think-pair-share
- regular retrieval practice
- looking at and applying markschemes
- use of exemplar work
- teacher modelling

Summative assessment

	Autumn term			Spring term			Summer term		
	Early Oct	Late Oct	Nov	January	February	March	May	June	July
Year 7	PLEE	Factual recall	PLEE	Factual recall	PLEE	Factual recall	Chronology	End of year exam	Factual recall
Year 8	PLEE	Factual recall	Essay	Factual recall	Essay	Factual recall	Chronology	End of year exam	Factual recall
Year 9	Assessment 1: Was Germany mainly responsible for the outbreak of WW1? Assessment 2: Were the British generals incompetent?			Assessment 3: How similar to each other were the great dictators of the 20 th century? Assessment 4: Could the USA have won the war in Asia without the atomic bomb?			End of Year exam		

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Cold War	Two consequences	Narrative account	Importance of	PPE		
	Henry VIII	Two key features	Explain why	HFDYA			Explain why (Germany)
Year 11	Germany	Source utility	16 mark int	PPE	Int difference		
	C&P	Explain why	HFYDA		Source utility		

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Tudors	Single source	Double source	30 mark source q	20 mark essay	PPE	20 mark essay
	International relations	10 mark question	10 mark question	20 mark essay	20 mark essay		20 mark essay
Year 13	Cwk	Mock cwk	Cwk draft	Cwk final deadline	20 mark essay	30 mark source q	
	Russia	30 mark int q	25 mark essay	PPE	30 mark int q	25 mark essay q	

All work should be done in timed, test conditions. Assessments are designed to be summative, so students should revise the totality of the course so far (at KS3), or an appropriately wide section of the course at KS4 and 5.

Marking and Feedback

- In order to manage workload, there is no expectation that teachers should be marking or giving individual written feedback on any work other than the summative PLEEs, essays, and PPEs outlined above. Teachers may, if they wish, provide additional written feedback, but this should be done for a defined reason and be the exception rather than the norm.
- When giving written feedback, teachers should use the marking sheets provided for all key stages (different marking sheets are provided for different question types: these can be found here: [G:\HUMANITIES Faculty\History\Assessment and reporting\KS3\Marking sheets](#); [G:\HUMANITIES Faculty\History\Assessment and reporting\KS4\GCSE marking sheets](#); [G:\HUMANITIES Faculty\History\Assessment and reporting\KS5\Marking sheets](#)
- For all written feedback given, teachers should ensure students are then setting their own targets on the basis of the marking sheets. The tick boxes of the marking sheet should in most cases be sufficient to give students thorough feedback; teachers may if they wish add additional written comments, but there is no expectation that they do so.
- Feedback is routinely given to students throughout lessons, using methods including (but not limited to):
 - whole class feedback;
 - WAGOLs and WABOLs;

- modelling and 'walking talking mock' type activities; use of examiner exemplars;
- directed use of markschemes during the lesson;
- verbal feedback to individual students which provides students with the opportunity to discuss their work and seek clarification where necessary.
- pausing the class to reteach/remodel;
- sharing answers with students and asking them to make corrections and/or improvements.
- encouraging students to re-visit models/exemplar work and use checklists to self-assess and improve their own work before feedback from a teacher.

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
Ev	evidence
Ex	Explanation
Eval	Evaluation
An	Analysis

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.
- Note taking should be done in the front of students' book. Work that is either formative or summative in nature should be done in the back of students' book.

Recording and Monitoring of Assessment

- All teachers must maintain their own copies of all data generated in their individual markbooks, which may be either physical or electronic. Staff should bring to the attention of the HoD any cause for concern indicated by this data.
- A centralised departmental tracking spreadsheet is maintained for all year groups, in which all summative assessment data is recorded. This data is monitored by the HoD, and discussed during department time.