

Policy Aims

To develop the outstanding use of assessment to support learning so that:

- Teachers plan and teach lessons that enable pupils to learn exceptionally well across the curriculum
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains

(OFSTED School Inspection Handbook April 2013)

Assessment Guidelines

Good assessment occurs when it is:

- Clearly related to the lesson objectives, learning outcomes and/or success criteria
- Reinforced by opportunities to reflect upon and address the feedback given
- Meaningful to the individual student
- Used to inform planning
- Positive and constructive, with appropriate praise given
- Supported by examples of best practice
- Used to facilitate dialogue between teachers and students
- Used to reshape tasks and inform focused intervention and support

Assessment Arrangements

Formative assessment – this is the most frequently used type of assessment. Formative assessment uses evidence about learning to adapt teaching and learning to meet student needs. The formative assessment techniques fully embedded within the Humanities department are:

- Exit Tickets: during the plenary students are asked a question which they must answer on their 'Exit Ticket' and hand that to their teacher as they leave; these are used to inform the planning of the next lesson
- In the Real World: students are asked to demonstrate their understanding by explaining how what they have learned could help them in the real world or any other subject
- Find the Fib: students have to find the incorrect statement from a number of statements they are given and explain why it is not correct
- Student Summary: one student is selected to summarise what the whole class has learned
- Student Created Problems: students work in groups to create a good question to check everyone else's understanding; 1 group's question is selected for use
- Class Vote: students vote on the correct answer to a question using hands up
- Entrance Tickets: as students enter they are given a card to write down their answer to a particular question; the answers are quickly checked and used to decide what questions are asked, what tasks are set, or how students are seated
- No Hands Up: students are selected at random using lollipop sticks, bags of name cards or a randomising program or other method

- Mini Whiteboards: all students show their answers which may lead to particular students being moved, different tasks being set etc.
- Phone a Friend: if a student really can't answer the teacher's question they are allowed to ask someone else who might be able to
- Focused Marking: work is marked against 1 or 2 specific criteria so that feedback can be more focused and detailed
- Find and Fix: instead of answers being marked as correct or incorrect, students are told the number of answers that are wrong and given time to find and correct their mistakes.
- Aim Higher: students are helped to improve as they are given time to compare their work to the success criteria for the next level
- Carousels: students send their work around to others in the group and receive constructive feedback for improvement
- Best Composite Answer – in a group students take the best bits of their individual answers and form a 'super answer'
- Formative Use of Summative Tests
 - o Students are given a selection of different answers to a particular question and are asked them to rank them so they develop a sense of what the examiner requires
 - o The 'Find & Fix' technique is used
 - o Students are paired up, they swap their papers and give feedback to each other
 - o Students are put into groups to prepare for tests using a list of topics/skills that will be examined
 - o Students work together to develop exam questions themselves
 - o Students 'pass the answer' – writing a line of an answer and then passing on the answer to build on.
 - o Revision games such as 'Football Revision and Dan's Revision Game.'

Verbal feedback – when a student is given verbal feedback during a lesson, the work is stamped and students annotate it explaining what feedback they were given and how they will use it to improve their work. The verbal feedback may come from their teacher, a teaching assistant or another student. The verbal feedback stamp may also be used when a piece of work is marked outside of lesson time to indicate to a student that they need to seek out assistance with a particular part of their work. When this happens, time is provided when the work is returned to the students for them to provide each other with feedback and make improvements to their work.

Periodic assessment – this assessment is done on a body of work which is representative of how students have performed for a sustained period of time and across several assessment objectives. In KS3, periodic assessments consist of:

Triple Impact Marking

This ensures that students are actively involved in the assessment process and that written dialogue takes place between students and teachers. Triple Impact Marking is based on the concept of feed-forward rather than feedback and consists of:

1. Students reviewing their work prior to it being submitted for assessment.

2. Teachers providing written comments consisting of strengths and areas for improvement. This is personalised to students and relates to subject assessment criteria.
3. Students responding to their teacher's comments and planning how they will use it to improve their work.
4. Student's plans being acknowledged with the date that the teacher looks at them. If plans are inappropriate, students are prompted to revise them.
5. Students addressing the identified areas for improvement within their work.

In some cases the stages of Triple Impact Marking will be repeated to provide students with more than 1 opportunity to improve their work. TIM will take place across the department in each subject across each term.

Summative assessment

The body of work is assessed towards the end of each term to award a teacher assessed National Curriculum level (including sub-level). Teacher assessed levels are awarded in progress trackers (Appendix 1) during the final 2 weeks of each term and used to derive end of KS4 predictions.

Literacy marking – when written work is looked at, a yellow highlighter is used to flag up literacy errors which students then go back and address. The highlighting may be done by their teacher, a teaching assistant or another student and may take place during lesson time or when a piece of work is marked outside of lesson time.

Departmental Standardisation & Sharing Best Practice

Department progress meetings – these are to ensure the accurate and consistent application of the assessment policy across the Humanities department. Two hours per term is allocated for departments to achieve consistency, share best practice and coordinate intervention strategies.

The following activities take place during department progress meetings:

1. Standardisation of assessment decisions
2. Sharing of the outcomes of Group Progress Profiles

Assessment Routines

The Humanities department undertakes each of the following assessment activities per term:

- Ongoing use of formative assessment techniques and verbal feedback during lessons
- 1 periodic assessment
- 2 progress meetings
- 1 national curriculum level (including sub-levels) awarded
- 1 end of KS4 prediction awarded
- 1 effort grade awarded

Appendix 1

				Targets	
				B	E1
Summer	Expected	Actual	B	E1	
	6c	6b	B	E1	
Spring	Expected	Actual	B-	E2	
	6c	5a	B-	E2	
Autumn	Expected	Actual	B-	E3	
	5a	5b	B-	E3	
KS2 4a	Flight Path		Predicted Grades	Effort	