

Assessment in History

The Department evaluate the learning in KS3 by setting GCSE style questions throughout the year and marking them using a pupil friendly mark scheme. In addition, all KS3 pupils will take a mid-year exam (trial for this year) as well as an end of year exam. The examination is individually marked and pupils are given targets that they must improve.

The Department evaluate the learning in KS4 by setting GCSE questions throughout the year. The responses are marked using the Edexcel mark scheme and they are standardised during development time to ensure consistency across the department. For variety, peer and self-assessment are used to mark responses against a pupil friendly mark scheme in lesson.

Formative assessment is an integral part of each lesson and takes the form of question and answers sessions where pupils are quizzed on knowledge from the lesson or the previous lesson. The pupils are expected to recap knowledge from the previous lessons through post it challenges or by completing retrieval grids. Knowledge is also tested through true or false activities as well as exit tickets. These types of formative assessment are also highly effective at KS4. In addition to these we focus on breaking down GCSE style questions to look at how to answer and what skills are needed. We also creating templates to ensure we see a variety of questions.

Our written feedback consists of an individual or whole class classes which are printed on a sticker. The sticker is placed after the written response and pupils are asked to respond to their actions. This may be a question the teacher has individually asked them or it may be a whole class target. Pupils respond in a different coloured pen. Additionally, teacher's feedback actions to the whole class by reviewing a high level answer on the board and asking pupils what went well in the response.

Progress is monitored through the marking of assessed pieces of work throughout the year. In both KS3 and KS4 they are GCSE style questions relating to the topic the particular year are studying. The teacher decides whether the answer is above, below or on target by using the pupil friendly mark scheme. In addition to this pupil are monitored through interim reports. This data is then used in discussions during development time.

Where concerns are raised regarding pupil progress, the class teacher will have a conversation with the pupil or if more appropriate, their parent or carer to discuss issues. Year 11 pupils progress is monitored through interims and biweekly discussions are Curriculum meetings. After the mock analysis has taken place pupils are highlighted and parents are contacted by the PT to discuss progress and encourage attendance at intervention.

All homework is set in line with the homework policy every two weeks apart from extended pieces which vary. During the summer term Year 7 pupils create castles which are judge by Mr Ranson. The winners go to Lancaster Castle for the day. Year 8 research their family tree and then present what they have discovered to the rest of the class. Year 9 research and create a presentation on an event that had the biggest impact during the 20th century. Year

10 and Year 11 often complete mind maps relating to the separate exams as well as revising for assessments.

Assessment in Sociology

GCSE questions are set throughout Year 10 and Year 11 both in class and for homework. This is to ensure that pupils are aware of both the content of the topic and the skill of how to answer the question. These are marked by the class teacher using the AQA marking criteria. Teachers standardise class responses during development time. Feedback is given after the teacher has marked the response through targeted questions of how to improve the specific answer or whole class actions. Pupils then respond using a different coloured pen to make improvements. Year 10 have an end of year test and Year 11 have a mock exam which is marked and improved in the same way.

Pupils can expect a recap of previous learning (key terms/sociologists viewpoints) at the start of each lesson. This will indicate whether pupils are comfortable or need further support. Questioning takes place through the lesson to check individual understanding. This is addressed as the lesson progresses. Practice is shared during development time or resources are shared via email between teachers of things that have worked. Some examples of formative assessment are Round Robin tasks and retrieval grids.

Written feedback is given to pupils after completing a GCSE style question in the form of a marking sticker with targeted improvements. Verbal feedback takes place throughout the lesson. Pupils improve their work by acting on the feedback. Pupils also often peer or self-mark responses by using a marking scheme.

Pupils progress is monitored by the class teacher. Any issues are discussed during development time with the Principal Teacher. Progress is monitored via interim reports and progress reports. The PT using some development time for discussion of progress. Intervention can then be put in place for pupils who need it. Names are recorded and letter is send home for the pupil to attend an intervention session ran by the PT weekly. Some pupils are who do not receive intervention are closely monitored by the class teacher.

Homework is usually a GCSE question, research or a revision task. Completion is monitored by the class teacher. Contact with home is made if not completed and pupils attend a Thursday evening detention.