



Harrow Way
Community School
Learning for life, success for all



Assessment
GEOGRAPHY

GEOGRAPHY Department Assessment Principles

At Harrow Way we believe that assessment is a core element in the process of learning and takes two distinct forms; formative and summative assessment. The process of learning is defined as a change in long term memory and assessment enables teachers to establish whether a change in long term memory has occurred and where there are gaps in students' knowledge.

Formative assessment is an ongoing process that will take place in every lesson. This is more simply referred to as 'assessment for learning'. Learning is a process which is supported by formative assessment.

Summative assessment can be more simply defined as 'assessment of learning'. This process happens in order that teachers can establish what students' have learned following a sequence of lessons, at the end of a topic, unit, term or academic year.

Assessment in the Geography department

Formative assessment	
Which methods of formative assessment have you chosen to use in your subject area?	<ul style="list-style-type: none"> • Pop quizzes, do nows, • Past paper questions in lesson presentations. • Exit questions at lesson end.
How does KS3 differ from KS4?	<ul style="list-style-type: none"> • KS4 has past paper questioning and structuring. • The learners are given the opportunity to answer various question types in order to better prepare them for the GCSE exams.
Why do you think these methods are best suited to your subject and how do you know they are successful?	<ul style="list-style-type: none"> • These methods help to provide the learners with the opportunity to recall previous information and build on the knowledge they have learnt during the year. • It also allows teachers to know how much a class has taken in during a lesson/past lessons and decide if extra time is needed for certain topics before progressing.

Summative assessment	
How does summative assessment work in your subject area? Are you assessing Disciplinary knowledge/ Substantive knowledge/ Practical skills/ Processes?	<ul style="list-style-type: none"> • Disciplinary knowledge is tested at the end of most topics. • They learn practical skills such as working with data, creating graphs, infographics and how to complete a full fieldwork study. • They are tested on their mapwork skills. • KS4 has half term assessments based on exam style questions in order to better prepare them.

<p>Brief details about KS3 and KS4 assessment points. What is being assessed and what is the intended outcome?</p>	<ul style="list-style-type: none"> • KS3 summative assessment based on end of topic questioning takes place three times annually at designated points through the curriculum, skills based assessment takes place in terms at the end of other topics. • KS4 is different in that summative assessment takes the form of deliberate practice of examination style questions, enabling students to apply their knowledge effectively for the examinations in year 11. • These questions are in a variety of formats and deliberate practice will take place frequently.
<p>What do you do with the information that you collect from these assessments?</p>	<ul style="list-style-type: none"> • The data allows teachers to know how much a class has taken in during a term and decide if extra time or more focus is needed for certain topics later in the year or for the following year. • This data can then be used to report to parents and be used for predicted grades. • PPE's and other KS4 assessment is also vital in order to ensure any knowledge/skills gaps are plugged/addressed before GCSE's.