



Harrow Way
Community School
Learning for life, success for all



Assessment

HISTORY

HISTORY 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 History department

Formative assessment
Which methods of formative assessment have you chosen to use in your subject area?
<ul style="list-style-type: none">• A variety of formative assessment methods have been adopted within the History department; examples include low-stakes testing, questioning and mind maps.• Low stakes testing is used as a more formal method of formative assessment.• Regular knowledge tests are used with students to enable teachers to identify what has been learned and where gaps or misconceptions exist.• Formative assessment builds in its complexity as knowledge becomes more embedded. Tasks are designed to allow students to consider their knowledge in ever more challenging ways. Examples could include students correcting mistakes in a passage of text, or disproving statements about course content.
How does KS3 differ from KS4?
<ul style="list-style-type: none">• There is very little difference in formative assessment between KS3 and KS4. The methods used within the classroom will be used throughout both key stages and are aimed at ensuring students are building critical knowledge, ultimately ensuring that they can be successful in the next stage of their learning.
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">• The methods chosen reflect our belief in enquiry.• They also seek to build substantive knowledge that can be applied to the tackling of big historical questions and the development of key disciplinary skills.

Summative assessment

How does summative assessment work in your subject area?

- Summative assessment is designed to check understanding of key knowledge and skills at various points through the curriculum. Typically this allows students the opportunity to demonstrate their contextual knowledge alongside their disciplinary knowledge; causation, significance and use of interpretations are all skills that will be found in summative assessments.
- Summative assessment will take a variety of formats. Longer written answers are utilised to enable students to communicate their knowledge over a wider period or answer a specific question.
- Other examples of summative assessment tasks include source analysis, enabling students to use their contextual knowledge to evaluate the utility of a source. Creating 'links diagrams' also offer students the chance to demonstrate their knowledge and how it builds the story of a period.

What is being assessed at KS3 and KS4. What is the intended outcome?

- KS3 summative assessment takes place three times annually at designated points through the curriculum, allowing teachers to gain a holistic understanding of student progress. Students are tested on conceptual understanding, knowledge and skills.
- 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.

How is assessment data used?

- Assessment data is used primarily for teachers to gain an understanding of the progress students are making through the curriculum. This data can then be used to report to parents. Students can use the feedback from these to understand their own progress in the subject throughout KS3 and set their own targets for improvement.
- Additionally assessment used to identify areas of misconception or any knowledge gaps; planning can then be adjusted to ensure that these gaps are revisited at appropriate points.
- Deliberate practice of examination style questions is used in conjunction with knowledge testing to make predictions about potential GCSE grades for KS4 students.