

Assessment and Feedback Protocols: Department History/RE

Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils.		
Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked.		
	Teachers will...	Students will...
For daily retrieval starter tasks...	<p>The teacher will provide a range of prepare for learning tasks incorporating 4-5 VIP 1 mark exam style questions based on current topic and prior learning.</p> <p>The teacher will check for understanding and clear any misconceptions up before the start of the lesson.</p> <p>Students will be given images to continue to develop subject knowledge and skills as part of the spiral curriculum approach.</p>	<p>Be prepared for the learning and have completed the daily VIP questions by considering the answers to the questions, which will be shared with the teacher / class.</p> <p>Students will be expected to consider their response and self-assess their answers making corrections where needed.</p> <p>Students will be asked using questioning techniques to share their responses with the class and encouraged to think like a historian.</p>
For routine VIP tests...	<p>VIP tests will take place frequently with an approximation of once every two weeks. The VIP tests will consist of key word terminology to structured sentences responses.</p> <p>The VIP tests will be a blend of keyword answers, longer responses, and sometimes skills. This will cover a mixture of new, current and prior learning. Over time, VIP tests will start to incorporate structures that form exam question responses.</p>	<p>Students will engage in learning and complete the VIP tests to the best of their ability, using the support provided if needed.</p> <p>Student will be asked to share responses through cold calling questions.</p> <p>Students will self/peer assess responses and mark and upgrade responses to ensure that any misconceptions are addressed.</p>

	<p>To support vulnerable cohorts of students, support will be including varying from clues to anagrams to sentence starters.</p> <p>The teacher will provide the answers and if needed an explanation of the answers to avoid any misconceptions.</p>	<p>Students will ask for any additional support or clarification in regards to answers to ensure they have a developed understanding.</p>
<p>During the lesson...</p>	<p>The teacher will provide prompt verbal feedback about the work and question any ideas they have to enable the students to speak with competence about their work. Feedback allows students to improve work at that time.</p> <p>The teacher will provide opportunities for students to talk about learning using scaffolding to enhance their use of technical language.</p> <p>The teacher will circulate the room offering support, and recommendations where needed. There will be a knowledge organiser available for each topic studied across key stages for quick reference.</p> <p>The teacher will use a range of effective questioning techniques as part of frequent assessment for learning strategies.</p> <p>Sometimes for reviews in lessons, the teacher will use online quizzes to retrieve terminology and key concepts.</p>	<p>Students will reflect on their work throughout the lesson based upon the feedback received from the teacher.</p> <p>There will opportunities embedded in lessons for students to work independently and with peer to check responses and address misconceptions.</p> <p>Students will be able to review their work by checking their responses against WAGOLL's, answers on the board and other mechanisms.</p> <p>Where appropriate, students will be reflecting on their work against the exam board mark scheme and making judgements of their performance.</p> <p>Students will be expected to ensure that gaps in their knowledge are addressed by using the provided knowledge organisers and lesson resources.</p>

<p>For key pieces of work...</p>	<p>The teacher will provide summary activities which encapsulate the skills and knowledge at relevant points through the curriculum.</p> <p>The teacher will circulate the rooms and look for general 'weak' areas of learning and try to address the need at a whole class level.</p> <p>The teacher will encourage the student to use the knowledge organiser to retrieve skills and knowledge.</p>	<p>Students will take on board feedback and improve work or gaps in understanding.</p> <p>They will check their answers against the mark scheme.</p> <p>They have the opportunity to question any of the concepts they misunderstand.</p>
<p>For formal assessments...</p>	<p>Ensure that assessment will be marked in line with exam board mark schemes and regulations to ensure there is no malpractice. This will be monitored in all work scrutiny undertaken by the SL.</p> <p>Assessments will use a cumulative approach to assess prior learning alongside current learning.</p> <p>The teacher will indicate the strengths and areas of development. It will indicate a % and where appropriate a grade, that reflects the progress towards a real grade.</p> <p>The teacher will provide resources to help for up levelling activities for the areas of development. All staff to use TSAT calendar to facilitate standard KS3 assessment.</p>	<p>Students will read through their assessed work and can review the marking and feedback given to them after the dates specified by the exam board if internally assessment-controlled assessment or for external assessment preparation they can check the marking and question anything they feel was missed/ assessed incorrectly.</p> <p>In most cases, they will complete actions for progress, in their areas of weakness. Students will all have a knowledge organiser as well as teaching resources to improve the areas with actions. Students will also be able to work together to learn and upgrade through peer support.</p> <p>Class work and practise exam questions should be kept in books to allow students to keep track of performance throughout the year.</p>