

## Assessment and Feedback Protocols: Department – History

<b>Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils.</b>	
<b>Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked.</b>	
<b>For...</b>	<b>Assessment and feedback will look like...</b>
<b>Daily Retrieval Starters &amp; routine VIP testing</b>	We use 5 key VIP questions based on previous lessons and prior learning from other topics. This is in the format of 2-3 from previous lessons, 1 from a previous topic and 1 procedural (skills question). Students will be asked to share responses via cold calling. Live Feed back will be given in response and students will be directed to self/peer assess their answers and purple pen any misconceptions or knowledge gaps.
<b>Work produced during a lesson</b>	Throughout the lesson students will be given a range of activities incorporating knowledge and skills such as using evidence (sources) and interpretations to investigate about the past (people, events and processes). Teachers will use effective questioning techniques to embed key knowledge and circulate around the classroom to check on students' progress and spot any misconceptions and offer verbal and written feedback to students allowing them to act on these and make the necessary improvements to their work. All students will be encouraged to discuss their work with each other and review their written work by looking at modelling of WAGOLLS provided by their teacher. Students will make these improvements in purple pen, to demonstrate where mistakes have been made as well as learning.
<b>Key Pieces of work</b>	Teachers will provide activities which make sure that the key knowledge and skills are encapsulated allowing student to provide accurate responses and work regardless of the tasks they are doing. At the same time teachers will again circulate the room, identify any common misconceptions and address them with the class allowing students to self assess their work and make the necessary improvements in Purple pen. Students will undertake at least two-three extended writing opportunities per half-term, based on Eduqas style questions (dependent on the length of each half term), and staff will provide actionable feedback for the students to make improvements on purple pen in an appropriate time frame.
<b>Formal assessments</b>	<p>Assessments will be marked in line with exam board style mark schemes. This will be moderated across the department led by the SL. Assessments will use a cumulative approach to assess prior learning alongside current learning. The teacher will indicate the strengths and areas of development.</p> <p>Students will read through their assessed work and can review the marking and feedback given to them after the assessment.</p> <p>The teacher will provide a feedback lesson and appropriate resources such as a knowledge organiser to help for up levelling activities and for the areas of development. Students will be encouraged to work together to peer assess their responses when appropriate and any common misconceptions identified by a teacher when assessing a class will be tackled across the class in a lesson.</p>