

Assessment of History and Geography at St John's.

Assessment is a fundamental tool for teachers to use in all subjects to help them know the following; *what knowledge children have learnt; what skills they have developed and the next steps in a child's learning.*

Assessment in History and Geography happens in a variety of ways as outlined below.

Planning:

Our curriculum maps outline the knowledge children learn within a unit, a term, an academic year and a key stage. This allows teachers to plan activities that will help children assimilate this knowledge.

We have planned our curriculum so it is progressive and builds on prior learning. This allows teachers to observe the learning journey children are making in History and Geography and assess accurately.

Retrieval:

Retrieval activities are a fundamental part of lessons at St John's. Often these occur at the beginning of the lesson where teachers want to activate children's prior learning - ready for this knowledge to be built on in the lesson. Retrieval activities can also happen at the end of the lesson as a way of reflecting and solidifying learning.

Assessment for learning (AFL):

Assessment for learning is used throughout the lesson to assess the progress of children towards the learning outcome. Effective AFL ensures that teachers can direct their focus to the children who may require some more support to understand the learning or to provide stretch and challenge.

Teachers provide feedback inline with the school's overarching Marking and Feedback Policy.

The learning Task:

Learning tasks are carefully planned to ensure children can demonstrate the knowledge they have acquired and skills they are developing. Generally these are independent which allows for teachers to assess ALL children's progress. Careful scaffolding will be used to support children with SEND to ensure we can assess their historical and geographical understanding.

We do not only assess what is recorded, we also assess what is being said. In line with the school's desire to embed 'Oracy' at the heart of our lessons, we seek to give children 'credit' for what they can articulate about their understanding of history and geography. This is all part of how we gather information on children's progress and learning achievements.

Assessment Tasks:

The final task in a unit of work will be designed to allow teachers to get an understanding of the knowledge children have acquired during the unit. They are generally based around an enquiry question such as:

- Why was the Nile so important to Ancient Egyptians?
- Would you rather have been a boy or a girl living in Sparta?
- Why does the railway continue to be important for people living in Tiverton?

Teachers are free to decide the task children complete in order to share their understanding. Examples of suggested activities are:

- Double page spread (Non-Chronological Report)
- Newspaper article or News script
- Persuasive or balanced argument
- Diary entry
- Short story or Poem

Effective scaffolding will ensure these tasks are inclusive.

Distance Retrieval Tasks:

Children will undertake a 'Distance retrieval' around 8-10 weeks after a unit of study. This will generally be in the form of a knowledge quiz and would take place in the first part of a lesson. The purpose of these quizzes is for teachers to assess whether knowledge has been retained in children's long-term memory. Teachers may decide to add additional learning (whole class or small group intervention) if learning is not assessed as being 'secure'.

Summative Assessments:

At each data drop, teachers will make a judgment on children's attainment in History and Geography. They will use the above strategies to assess all children using the following gradings:

1. Greater Depth
2. Age Related
3. Just below Age-Related
4. Well below Age-Related