



This document has two parts, the first is the general principles of assessment in our school, and the second is the specific methodology for formative and summative assessment in this curriculum subject.

1. General Principles of Assessments

Why is Assessment Important?

Along with pedagogy and curriculum, assessment is a critical aspect in the learning continuum.

Assessment is very important for monitoring the progress pupils make in the curriculum, including the knowledge and skills that the children have acquired. Assessments help teachers and assistant teachers to plan next steps, to help set targets and goals, report to and involve parents in their children's learning and most importantly of all to encourage, inspire and motivate children to address misconceptions, to recall and to improve.

There are two main types of assessment: formative assessment and summative assessment. These are sometimes referred to as **assessment for learning** and **assessment of learning**, respectively. At some level, both happen in almost all classrooms.

Formative Assessments

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Effective formative assessment encourages learning by stressing the importance of recall, critical thinking, reasoning, and reflection thus creating a quality learning environment. Many techniques may be used to formally assess student learning. These include questioning (either directed or no-hands up), concept mapping, writing two or three sentences, the teacher observing (e.g. listening to reading) and recommending specific improvements, low stakes quizzes and so on.

Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Assessment for learning is an ongoing iterative process that arises out of the thoughtful and sensitive interaction between teacher and learners.

“Human Learning presupposes a specific social nature and process by which children grow into the intellectual life of those around them.” Lev S. Vygotsky

Summative Assessment

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and objectives and the relevant national standards. The period of time between summative assessments may vary, depending on what the subject is and what the teacher or assistant teacher wants to find out. A summative assessment may take place at the end of a unit of work, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

Typically summative assessments take place no more than three times a year. The results of summative assessments are reported to parents regularly so that they are fully involved in the child's learning journey and are able to monitor the progress their child is making at useful intervals over the course of the academic year. To distribute workload and make the summative assessment meaningful, the school provides short termly assessments rather than one long one at the end of the year.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs that the child takes themselves and shared with families via SeeSaw, through presentation and performance including Expert Showcase, other visual media, or through an audio or video recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual, cohort and whole school “snap shot” data that will be useful for tracking progress, for informing stakeholders (e.g. parents, governors, etc.) and for defining whole school improvement plans.

To optimise the benefit of summative assessment the outcome data is analysed by teachers inform whole class next steps and teaching and learning (therefore also having formative benefits). The school uses the NFER PIRA and PUMA tests in this way, results are diagnosed to inform formative next steps.

Recording and Reporting Summative Assessments

Some summative assessments in the Core Subjects such as PIRA (Progress in Reading and Language Assessment) and PUMA (Progress in Understanding Mathematics Assessment) take place on Insight. For Foundation Subjects, Three Part Assessment Grids are used. Once noted these may be shared with the Curriculum Subject Leader.

The Termly Reports to parents/carers use the same language as the Assessment Grids to inform parents whether their child is Working Towards Age Related Expectation/Standard (ARE), At Expected Age Related Expectation/Standard or Above Expected Age Related Expectation Standard.

2. Specific Methodologies for This Curriculum Subject – History

Curriculum Subject - History

Curriculum Subject Leader – Yolaine Bennett

Formative Assessment Methods

Each History unit begins with the introduction of our historical enquiry, (big question), which leads our learning journey. Our enquiries are carefully chosen to inspire curiosity and motivate children to learn the 'who, what, where, how and why' of the historians's discipline. Lessons are broken down into smaller steps, each with their own historical enquiry. In this way, by the end of the unit, children are able to apply their knowledge and skills to respond to the historical enquiry with a deep understanding. Formative assessment takes place throughout each lesson, enabling teachers to adjust their teaching to progress children's learning towards the end goal. Much formative assessment takes place through speaking and listening, with teachers both assessing and advancing children's learning through careful questioning. Speaking and listening are central to formative assessment. If children have become knowledgeable historians, then they will be able to articulate their understanding with confidence. This is why pupil voice is an important tool in assessing whether children have made progress. Children will be assessed throughout the term orally and through careful teacher observations, which will be used to inform future planning.

Frequent feedback is given and peer and self-assessment are modelled and developed. Other methods include concept mapping, observation, and discussion, low stake quizzes and other specific outcomes planned for each lesson. Over the course of a unit, children will be given opportunities to communicate historical information in a variety of ways, including through the interpretation of a variety of historical sources, timelines and written responses.

Substantive knowledge

Children will be able to demonstrate their 'sticky knowledge' by making links within and between periods of time they have studied. They will be able to talk or write about events that have happened in the past, but more importantly, how these have impacted Britain and the world as we know it today. By the end of Key Stage 2, children are able to give articulate definitions of key historical conceptual threads that run through the curriculum, such as democracy, nation, authority and civilisation, as well as support these definitions with historical examples. Assessment occurs at regular intervals checking the children have gained and can deploy a historically grounded understanding of these abstract terms such as 'empire', 'civilization', 'migration' and 'government'. Drawing on more and more different examples that they can refer to as they move up the school.

This could be evident through a schema map of an abstract term.



The subject leader will regularly carry out ‘pupil voice’ discussions with the children to assess their understanding of their substantive knowledge.

Children will be asked to write definitions and examples of these abstract terms for the subject leader to collect and compare to show progress as children move up the school.

Retrieval and reinforcement techniques – low stakes quizzes,

At the end of each unit, the teacher will complete a three part assessment of how the children can answer the unit question. This can be used as both formative and summative assessment.

Anglo-Saxon and Viking Conflict: Does Alfred deserve to be called 'Great'?

Assessment Year 5 Autumn Term 2022

Supported	Expected	Extended
Names of children who needed support. Write next to their name which concept needed support and what support was given.	Most children	Names of children who went well beyond what was expected. Next to the children's names, include which concept you are referring to and what support was given to extend their learning. How did they go beyond expected standard?

Disciplinary knowledge

The 6 second order concepts of disciplinary knowledge will be assessed at regular intervals within and across the key stages (change and continuity, cause and consequence, similarity and difference, historical significance, handling evidence, historical interpretations). Skills and concepts are revisited continually, at ever more sophisticated levels.

This will be assessed through observation, discussions, questioning and book looks.

Summative Assessment Methods

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs that the child takes themselves and shared with families via SeeSaw, through presentation and performance including Expert Showcase, other visual media, or through an audio or video recording.

Teachers report progress in history to parents each year.

Teachers may wish to work towards a significant outcome (examples below). Examples of possible summative assessments for 2nd order (disciplinary concepts)

Co-writing and performing an audio tour of the Indus Valley Civilization	Writing a section of a mock trial of William the First	Researching for and contributing to a balloon debate on which was the most significant period pupils have studied.
Writing and explaining labels for a Class Toy Museum	Helping to prepare for and contributing to an assembly on the Kindertransport children for Holocaust Memorial Day	Making a podcast on the significance of the Windrush
Interviewing elderly local residents about their experience of evacuation	Taking part in a debate on whether there was an ancient Greek Golden Age	Preparing a booklet for younger pupils on changes from the Stone to Iron Ages

Other Notes Relevant to this Subject:

References: <https://blog.cambridgeinternational.org/describing-coherence-of-curriculum-pedagogy-and-assessment/>

Appendix:

Example of Three Part Assessment Grid for History

Subject: History

Learning Objective: Does Alfred the Great deserve to be called 'Great'?

Example Methodology for Assessment:

Chronological understanding

Source analysis

Historical enquiry

Above Expected Age Related Expectation Standard

Chronological understanding: Greater Depth – begin to identify links between events, identify cause and effects with limited support.

Source Analysis: Interpretation and Evaluation – Greater Depth - identify limitations of sources, evaluate the accuracy and bias of sources with limited support.

Historical Enquiry: Greater Depth – begin to make decisions over which sources to use, justify their source selection.

At Expected Age Related Expectation/Standard

Chronological understanding – children can sequence events, can use a scale to calculate intervals between events, relate timeline events from one to others they have studied (concurrence).

Source Analysis: Interpretation and Evaluation – children can extract information from various types of source (artefact, pictorial, written) and interpret information from multiple sources into one conclusion.

Historical Enquiry: Create and pursue a line of enquiry, create their own enquiries to pursue with support

Working Towards Age Related Expectation/Standard (ARE)

Chronological understanding – with support (teacher/TA/peer/written/pictorial etc) children can sequence events, can use a simple scale to calculate intervals between events, relate timeline events from one to others they have studied (concurrence)

Source Analysis: Interpretation and Evaluation – with support, children can extract information from various types of source (artefact, pictorial, written) and interpret information from multiple sources into one conclusion.

Historical Enquiry: With guidance, create and pursue a line of enquiry, create their own enquiries to pursue with support.