**Weald CPS: Assessment in History**

**Overview**

* How can teachers assess History well?
* How can **assessment practices raise attainment?**
* More importantly, how can they **plan for assessment** that will help children to move on in their learning?
* Children deserve a **broad, rich, well–connected history curriculum** and one that provides ‘building blocks of progress, to help children learn over time.’ (Ofsted 2021)

**Start with the end in mind.**

We want the pupils at Weald to learn facts and key skills, develop their chronological and conceptual understanding and continue to enjoy learning about the past as they move on to their secondary education. As teachers we need to:

* Know what we want the pupils to know at the end of a unit of work.
* Know how to assess that they know it.

**Top three reasons for Assessment**

* Inform future lessons: identify gaps in learning; starter task focussed on correcting previous mistakes or misconceptions.
* Measure knowledge and understanding - meaningful assessment leading to summative judgements.
* Share with and include pupils: verbal & subject-specific feedback.

**Assessment in Primary History**

The government does **not** require any data from schools regarding children’s attainment within the subject. To this end, without a national standard, teachers need to have an array of tools at their disposal to monitor appropriate curriculum coverage, carry out reliable formative assessment, track progress and ensure progression year on year.

Studying history requires both substantive understanding of historical concepts and second order understanding of the procedural ‘tools’ of the discipline which are used by historians.

* **Substantive knowledge** - refers to the substance of history: names, dates, places, events and concepts.
* **Substantive concepts** - are the concepts that we encounter in history, for example kingship, society, revolution.
* **Second-order (procedural) knowledge** – the conceptual tools needed for the study of the past as a discipline’. These tools capture what is at the heart of history as an academic discipline. If substantive concepts are concepts that we encounter in studying history, second-order concepts are concepts that help us organise the process of studying history. E.g., cause and consequence or change.

**Character Education**

* Weald CPS’ characterqualities which will engender high quality History enquiry are:

**Curiosity; Respect; Enthusiasm; Social Intelligence; Teamwork; Resourcefulness; Empathy and Responsibility.**

**Formative Assessment techniques/tools:** promote practice, retrieval, recall and rehearsal.

* Key questions withing the lesson.
* talk partners
* post-it notes
* two truths and a lie
* KWL grids
* Mind/concept maps
* Quizzes - low stakes.
* working walls
* Retrieval practice challenge
* Verbal feedback – addressing misconceptions.
* Test style activities.
* Pupil observations whilst solving activities.
* Plenary style questions
* Quick check routines like whiteboard held up or thumbs up.
* Book looks and sharing with other professionals.

**Marking Policy**

* There is a standardised approach across all year groups which is as follows:
* Work stamped across applicable subjects with a 3 sided stampers denoting independent, supported or verbal feedback.
* Work stamped across applicable subjects with a smiley face stamper for self-assessment (green, amber, red).
* Staff can provide written feedback if necessary, using a green pen for praise or a pink pen for further comments.
* Children respond to marking or peer edit using purple pens.
* Staff will highlight sections of written material in a highlighter pen to show areas of a child’s work where the learning objective has been achieved.

**Benefits**

* Pupils’ active involvement in the learning process
* Improved awareness of pupil performance at all stages of a SoW
* Increased reflection and a chance to correct previous inaccuracies.
* Pupils more likely to seek assistance.
* Better prepared for high stakes tasks

**Assessment via pupil voice**

* What have you been studying in History?
* Do you enjoy History lesson (1-10. Why/why not?)
* What is your favorite aspect of History?
* How often do you do History?
* What does it mean to think, work and act like a Historian?
* I saw you learning about the Anglo Saxons in the lesson. Tell me/explain to me how this connects with the Romans that you studied last year?
* How would you find out more about a subject?
* If you could go back in time what period of history would it be?