

Assessment for Learning in the History Department

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Following a whole school focus on AfL we embarked to formalize our ideas and use of AfL within our department. We are a department with varying years of experience and we have used our ideas for discussion in order to move our department forward.

History is a subject which thrives on academic performance. We encourage all students to write the definitive History essay and meet the targets set whether at KS3, KS4 or KS5. We use a variety of techniques in order to achieve this to ensure that pupil learning/progress takes place. All students from Year 7-13 are taught how to assess their own History essays in order to make progress.

ACTIONS	TIMESCALE/ DATES	RESOURCES/ PERSONNEL	SUCCESS CRITERIA
1 st Learning Forum	19 th May	Dept staff with Business Studies dept	Successful discussion of AfL initiatives
Dept meetings	Various	Dept staff	Formulization of ideas into department policy
Create our definitive list	30 th June	Dept staff	Definitive list written and any omissions identified

Our coaches were the Business Studies department. Meeting with them gave us impetus and enthusiasm to document our ideas and also re-think areas. We have then been able to share our ideas with colleagues though out the school.

AfL strategies

- We set high expectations for all students and give praise and encouragement to ensure that all pupils achieve their potential.
- KS3 Learning Ladder provides students with a visual interpretation of National Curriculum Levels. Discussions take place during lessons to ensure that all pupils understand their progress.
- KS3 students set themselves targets from their written assessments and revisit these targets before completing an additional piece of work.
- Formative feedback is evident from Year 7-13. We provide mark schemes for Years 10-13 to allow pupils to see how they can improve for the next test/essay.
- Peer assessment is used in Year 9 when students are asked to mark each other's work. This is a difficult exercise but worthwhile as it creates an understanding of what makes a piece of work warrant a certain level.
- Literacy targets are also a feature of Year 7 and provide a vital for improvement to ensure that all Year 7s can write a creditable essay.

AfL will continue to be a vital part of our curriculum. We have established a structure that ensures that all students know what level they are achieving. We need to further our work about peer assessment; this involves taking risks and that is to be included within our next development plan.



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