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Each enquiry which forms our programme of learning and teaching in History sets out clear objectives and outcomes for the pupils in terms of substantive and disciplinary knowledge and understanding and skills acquisition. These outcomes are listed as 'end points of learning' i.e. the criteria against which a pupil will be judged to be making good progress. Additional criteria define what 'working at greater depth' will entail and 'working towards'. Each unit of work has a range of formative and ongoing ways in which teachers can assess whether a pupil has achieved the appropriate end points of learning. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of data. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning opportunities or address gaps in learning accordingly. We do not make summative judgements about individual pieces of pupil work but rather use continuous formative assessments to build an emerging picture of what the pupil knows, understands and can do in relation to the end points of learning. Consequently, at the end of each enquiry a teacher is able to make an informed and confident 'best fit' judgment as to whether the pupil is making good progress or working at greater depth or has yet to achieve the expected level of development.