

<b>Data Drop</b>	<b>What assessment(s) informs this data drop?</b>	<b>How is this assessment marked, moderated and feedback to students?</b>
<b>1</b>	During Term 1 students will complete two written assessments. These will assess students' understanding of cause and consequence and their ability to analyse sources. Students will also be regularly assessed on prior learning during 'Do Now' activities and in class questions.	Assessments are marked by the teacher and students are given a score. These are then moderated in staff meetings and grade boundaries applied. During feedback students will be directed to complete activities are the assessment that address any gaps in their skills or knowledge.
<b>2</b>	During Term 2 students will complete two written assessments. These will assess students' ability to analyse significance and similarity and difference. Students will also be regularly assessed on prior learning during 'Do Now' activities and in class questions.	Assessments are marked by the teacher and students are given a score. These are then moderated in staff meetings and grade boundaries applied. During feedback students will be directed to complete activities are the assessment that address any gaps in their skills or knowledge.
<b>3</b>	During Term 3 students will complete two written assessments. These will assess students' ability to analyse significance and similarity and difference. Students will also be regularly assessed on prior learning during 'Do Now' activities and in class questions.	Assessments are marked by the teacher and students are given a score. These are then moderated in staff meetings and grade boundaries applied. During feedback students will be directed to complete activities are the assessment that address any gaps in their skills or knowledge.

<b>Homework</b>	<b>How is homework used to support learning?</b>	<b>How is homework marked and feedback to students</b>
	Students will be asked to review knowledge organisers to help them embed key words and content.	Homework is checked by the teacher and assess via in class questioning or assessments.

<b>In class and in books</b>	<b>What strategies are used to deliver effective feedback and assessment to students during lessons?</b>	<b>What marking and feedback would we expect to see in an exercise book or folder in this subject?</b>
	Written teacher comments, peer assessment, self-assessment, questioning, low stake quizzes	Notes in exercise books are not routinely "marked". Feedback for assessments is given on feedback sheets which will be stuck into exercise books. Between assessment there should be regular examples of peer and self-assessment. These are designed to build the students own ability to reflect on their performance.

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	During Term 1 students will two written assessments. These will assess students' ability to analyse sources and similarity and difference. Students will also be regularly assessed on prior learning during 'Do Now' activities and in class questions.	Assessments are marked by the teacher and students are given a score. These are then moderated in staff meetings and grade boundaries applied. During feedback students will be directed to complete activities are the assessment that address any gaps in their skills or knowledge.
2	During Term 2 students will complete two written assessments. These will assess students' ability to analyse change and continuity and cause and consequence. Students will also be regularly assessed on prior learning during 'Do Now' activities and in class questions.	Assessments are marked by the teacher and students are given a score. These are then moderated in staff meetings and grade boundaries applied. During feedback students will be directed to complete activities are the assessment that address any gaps in their skills or knowledge.
3	During Term 3 students will complete two written assessments. These will assess students' ability to analyse interpretations and cause and consequence. Students will also be regularly assessed on prior learning during 'Do Now' activities and in class questions.	Assessments are marked by the teacher and students are given a score. These are then moderated in staff meetings and grade boundaries applied. During feedback students will be directed to complete activities are the assessment that address any gaps in their skills or knowledge.
Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Students will be asked to review knowledge organisers to help them embed key words and content.	Homework is checked by the teacher and assess via in class questioning or assessments.
In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Written teacher comments, peer assessment, self-assessment, questioning, low stake quizzes	Notes in exercise books are not routinely" marked". Feedback for assessments is given on feedback sheets which will be stuck into exercise books. Between assessment there should be regular examples of peer and self-assessment. These are designed to build the students own ability to reflect on their performance.

<b>Data Drop</b>	<b>What assessment(s) informs this data drop?</b>	<b>How is this assessment marked, moderated and feedback to students?</b>
<b>1</b>	During Term 1 students will complete two written assessments. These will assess students' ability to analyse change and continuity and similarity and difference. Students will also be regularly assessed on prior learning during 'Do Now' activities and in class questions.	Assessments are marked by the teacher and students are given a score. These are then moderated in staff meetings and grade boundaries applied. During feedback students will be directed to complete activities are the assessment that address any gaps in their skills or knowledge.
<b>2</b>	During Term 2 students will complete two written assessments. These will assess students' ability to analyse sources and cause and consequence. Students will also be regularly assessed on prior learning during 'Do Now' activities and in class questions.	Assessments are marked by the teacher and students are given a score. These are then moderated in staff meetings and grade boundaries applied. During feedback students will be directed to complete activities are the assessment that address any gaps in their skills or knowledge.
<b>3</b>	During Term 3 students will complete two written assessments. These will assess students' ability to analyse interpretations, significance and similarity and difference. Students will also be regularly assessed on prior learning during 'Do Now' activities and in class questions.	Assessments are marked by the teacher and students are given a score. These are then moderated in staff meetings and grade boundaries applied. During feedback students will be directed to complete activities are the assessment that address any gaps in their skills or knowledge.

<b>Homework</b>	<b>How is homework used to support learning?</b>	<b>How is homework marked and feedback to students</b>
	Students will be asked to review knowledge organisers to help them embed key words and content.	Homework is checked by the teacher and assess via in class questioning or assessments.

<b>In class and in books</b>	<b>What strategies are used to deliver effective feedback and assessment to students during lessons?</b>	<b>What marking and feedback would we expect to see in an exercise book or folder in this subject?</b>
	Written teacher comments, peer assessment, self-assessment, questioning, low stake quizzes	Notes in exercise books are not routinely" marked". Feedback for assessments is given on feedback sheets which will be stuck into exercise books. Between assessment there should be regular examples of peer and self-assessment. These are designed to build the students own ability to reflect on their performance.