Establish a clear vision of what we expect pupils to achieve and an understanding of progression in history

A grasp of the aims and content of the history programmes of study.

A professional understanding of assessment and its relationship to planning, teaching and achievement.

Use the bench mark expectations to help plan an engaging and challenging key stage that provides opportunities for pupils to make progress.

Opportunities to assess are built in to curriculum plans. Use the benchmark expectations to create assessment criteria and set standards for pupils in individual teaching units

Day-to-day assessment (formative) Learning outcomes shared with pupils, peer- and self-assessment, immediate feedback and next steps for pupils.

Periodic assessment
(formative and
summative) gives a
broader view of progress
for teacher and learner
and improvements to
curriculum planning.
Pupils are assessed as
below/at/above what is
expected. Create a
portfolio of work using
content-focused mark
schemes based on the
expectations for the unit.

Transitional assessment (largely summative) Make judgements against the end of key stage benchmark statements using portfolio of work.

Report to parents/carers and next teacher/school

Aims

**Expectations** 

**Planning** 

**Assessing** 

Reporting