

Adventures in Assessment HA Conference, Bristol 8th & 9th May 2015

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(Rich Kennett, Redland Green School)

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Background

- Disapplication of levels
- Burnham & Brown, 2004, TH115; Fordham, 2013, TH Curriculum Supplement
- Working group to meet 3 times over the year to discuss approaches being trialled in school

Sources of inspiration and reading include blogs

- RichKennett: <http://radicalhistory.co.uk/?p=395>
- Sally Thorne: <http://sallythorne.com/2014/11/06/adventures-in-assessment-1/>
- Alex Ford: <http://www.andallthat.co.uk/blog/category/teachers-assessment>
- Michael Fordham: <http://clioetcetera.com/category/assessment/>
- Harry Fletcher-Wood: <http://improvingteaching.co.uk/2014/09/06/dont-value-what-you-measure-measure-what-you-value/>
- Nick Dennis: <http://www.nickdennis.com/blog/tag/assessment/>
- TH 57

- Tim Oates , Cambridge Assessment, and Chair of the expert panel National Curriculum Review 2010 - 2013: <https://www.youtube.com/watch?v=-q5vrBXFpm0>
- Catherine Bailey, Durham University, 2014: <http://www.cem.org/attachments/The%20whys%20of%20the%20new%20National%20Curriculum%20and%20the%20removal%20of%20levels.pdf>
- National College for Teaching & Leadership, 2014: <http://www.psqm.org.uk/docs/beyond-levels-alternative-assessment-approaches-developed-by-teaching-schools.pdf>
- DfE guidance, 2014: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/358070/NC_assessment_qualifications_factsheet_Sept_update.pdf

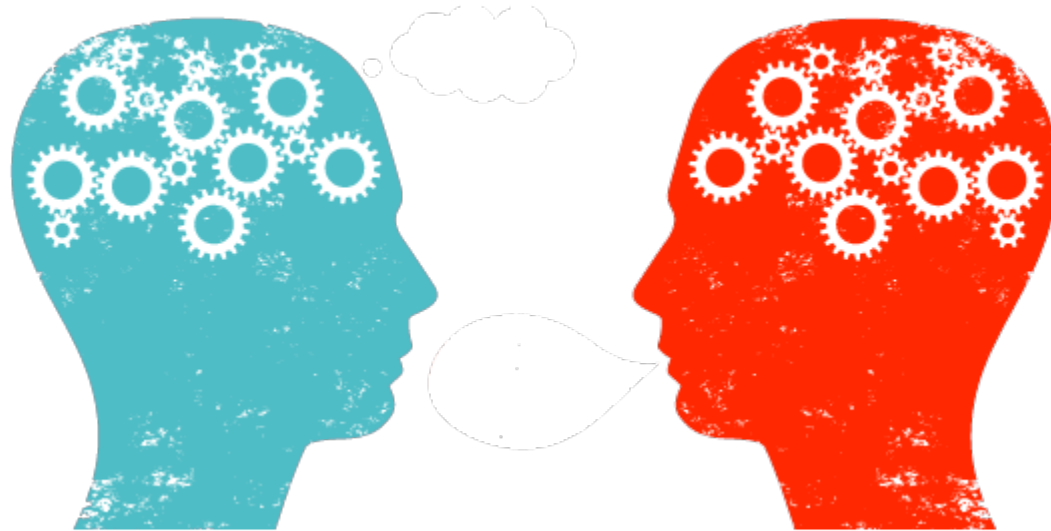


Strengths <ul style="list-style-type: none">• Collaboration between history teachers locally	Weaknesses <ul style="list-style-type: none">• Lack of time to develop the programmes we would ideally like since there are other, more urgent, curricular priorities• The number of non-specialist teachers at KS3
Opportunities <ul style="list-style-type: none">• Disapplication of levels leads to a re-engagement with purposes of a history curriculum	Tensions <ul style="list-style-type: none">• Is this a small window of opportunity for school-based initiatives which might disappear if we don't do something purposeful with it?

The PIZZA group



What does good assessment practice look like in the history classroom?



Identifying good practice & development of our thinking:

1. Renewed focus on what we value and a re-engagement with purposes of a history curriculum
2. More regular low stakes assessment
3. Using specific markshemes
4. Using annotated timelines (Adele; Sally)
5. Stretching beyond the time frame (Sally; Phil)
6. Feedback: focus on the target not the level (Matt; Dave)
7. Tracking (Dave)
8. A model for progression? (Adele)



1. Renewed focus on what we value and a re-engagement with purposes of a history curriculum

i. Broadly identify what this might look like:

- Know lots of facts (stuff – dates, names, events)
 - Improve understanding of substantive concepts across time (war, power, monarchy, empire, etc.)
 - Develop big picture overviews of the past; develop ‘perspectives’ in the new HNC
 - Enhance understanding of second order concepts – explain why things happen, why they change or stay the same, conduct enquiries, think about interpretations and historical significance.
 - Become more analytical and critical when working with evidence
 - Build a chronological framework
- (Rich Kennett, Redland Green School)

ii. Emergent? Developing? Mastery? (Ford, 2014)

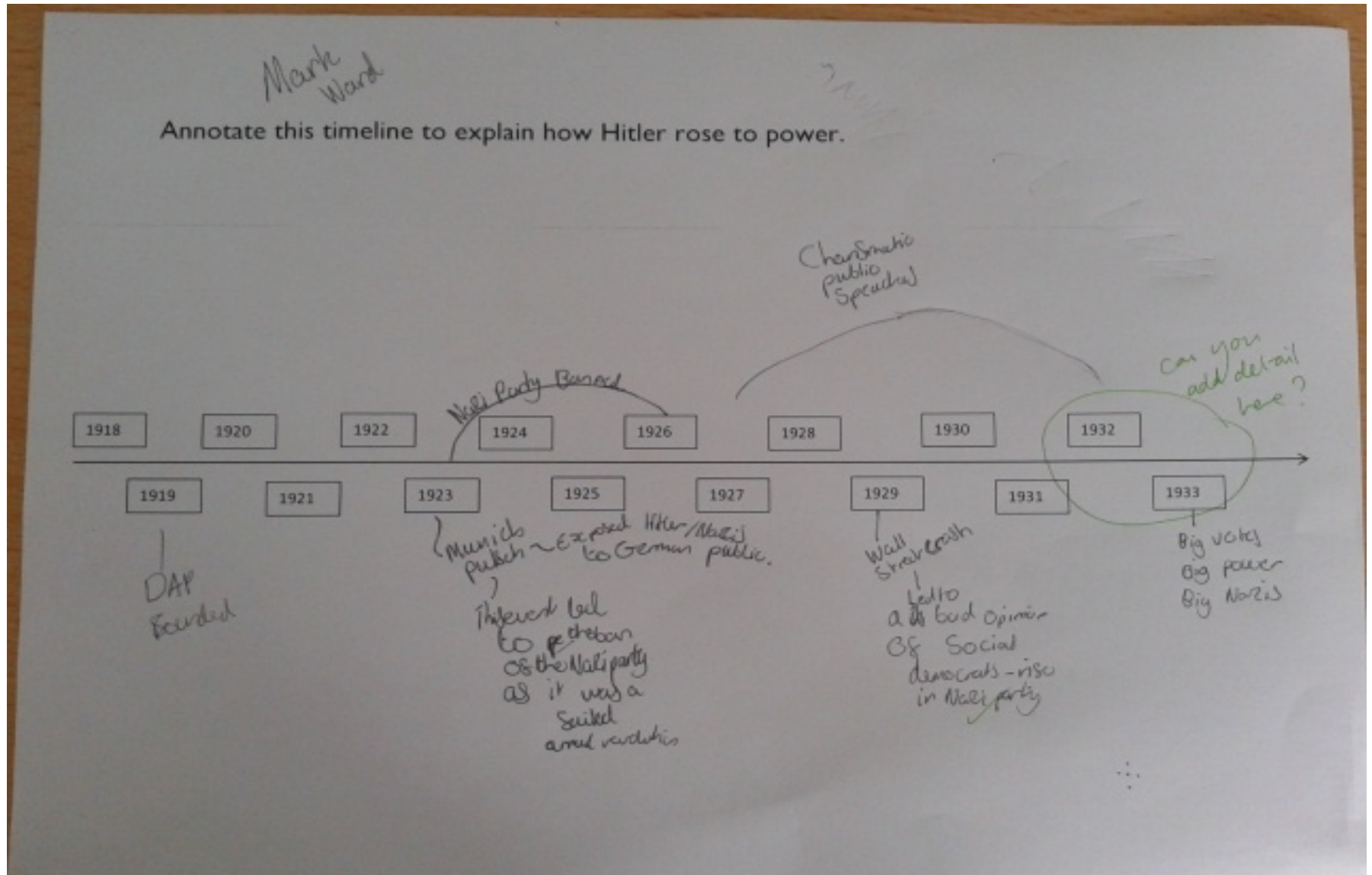
Y9 Citizen historian? (John Cordle, Castle School)

2. Regular low stakes assessment
3. Using specific markshemes

4. Using annotated timelines (Adele)

"I want to know that my students have the 'big picture', how all the little events and individuals add up to explain a larger narrative." Rich Kennett:

<http://radicalhistory.co.uk/?p=395> Redland Green



4. Annotated timelines (Sally)

Food:

- Beef
- Chicken
- Mutton
- fish/trout
- Pike
- Eels

Food from the Crusades

- Raisins
- Apricots
- Lemons
- Coffee
- Spinach
- Melons

The Crusades had a huge impact on the way we see the world today *

↓ explain

- Tobacco
- Potatoes
- Turkey
- Tomatoes

Original diet 1000

1100 1300

The Crusades

1400 1500 1600 1700

Discovery of the Americas Sugar

During the Crusade, when knight X went over to ~~the~~ East ~~of~~ Europe and Asia, they discovered new foods and new ways for example before the Crusade England already ate grapes, however because Britain was too cold to dry the grapes out. So when the Christian knight eat the 'Raisins' they brought them back to England. All the food they ate in this period came from the new world

The Crusades were Christian knight from Western NE Europe who went to fight for Christianity

Discovering America brought new things to England in 1550, including tobacco. Tobacco was used to get rid of fleas and was used to clear the mind

Before the discovery of the Americas, Britain had lots of famines. However when they found the potato everything changed because it was very easy to grow and it helped keep a balanced diet.

*** What impact has this had on us today?

*** why else did the potato prevent famine?

The way they farmed in the year 1000 is similar to the way that we farm today. The reason they had only meat, fish and a few veg. tables is because that is the only things that were available in the country at the time because it was really early on in British history

Much better!
(5) So far.
(1) → answer my Qs, then move onto the conclusions.

Improvements on next page

4. Annotated timelines (Sally)

Things they ate:

- Oysters
- Parsnip
- Crab
- Cabbage
- Flounder
- Chicken
- Onion
- Leeks
- Pike
- Celery
- Eel
- Radish
- Lotus
- Carrot
- Burbot
- Garlic
- Trout
- Shallots
- Herbs
- Mutton
- Pork
- Lettuce
- Vanison
- Pidgeon
- Gobse
- Walnut
- Pheasant
- Apple
- Pear
- Plum

Their Diets

- Fig
- Peach
- Ginse
- Lamprey

1000

← 99 years →

What they brought back

1099

Crusades

They found:

- Coffee
- Saffron
- Tomatoes
- Melons
- Damson
- Sugar
- Apricots
- Rice
- Lemons
- Syringich
- Raisins

They found:

- Potatoes
- Turkes

The discovery of Americas

1580

+50 years!

They found:

- Maize
- Cocoa beans
- Sugar
- Tea

The growth of sugar, etc.

1650

People living in the Middle Ages (Year 1000 AD) ate a lot of meat and seafood as a lot of fruit and veg are exotic and hard to get to. They were eating unusual things as well, like whale blubber. This is because whale blubber had a lot of fat and it was said to keep you warm.

The crusades were a group of Christians who fought for Jerusalem. They went to many countries, and bought a lot of new cuisine back.

When people found America or "The new world", they found Potatoes, which were a huge success and stopped poverty/poison. ^{This was good because...} Tomatoes, on the other hand, were thought of as "poisonous" as they were part of the nightshade family. However, they soon found out, only the stalks were harmful, not the fruit itself.

People who went to the Americas soon found sugar, which was traded for slaves and tobacco. It was very popular although it cost a lot. In 1807, the slave trade stopped as Europe felt guilty. They also found tea, which was called "a china drink".

^{it allowed the economy to get better.}

I love how you have set this out, although your timeline is not to scale - take more care next time.

(5a) ⊕ → Finish timeline, add conclusions.

4. Annotated timelines (Sally)

What you need to do:

1. Draw a timeline across the middle of a **double page** in your book. Your timeline needs to be 700 years long, from 1000 to 1700. I suggest a **line 35cm long** with **5cm to every 100 years**.
2. Label your timeline at 100 year intervals.
3. On your timeline, label the key time periods we have studied in the correct place –
 - ☆ The British diet in the year 1000
 - ☆ The Crusades
 - ☆ The discovery of the Americas
 - ☆ The growth of the sugar industry in the Caribbean
4. **For each time period**, do the following –
 - ☆ **Describe** as much information as possible about diet, eg what people ate, why they ate it
 - ☆ **Explain** what impact they had on Britain – explain how Britain changed.
 - ☆ **Evaluate** how much of an impact they had – a little bit, a medium amount, a lot?

Look back in your books for more information.
This should take you about 20 minutes.

5. Answer this question, in paragraphs, on the next page in your book: **“Which change in British diet between 1000 and 1700 had the biggest impact?”**
 - Low L6:** comes to a conclusion explaining the most important and why
 - High L6:** also able to explain why the others are not as important
6. Look at your timeline. Can you identify periods of rapid change? Can you identify time periods when things stayed the same for a long time?
If you can, now try to think of **reasons for this**. This requires **contextual knowledge** – think about what else was going on in Britain at the time that might have meant change was particularly fast or slow. Try to think about **themes** – trends in history, rather than individual **events**. (It is not as simple as saying “Things changed quickly because British people went on Crusades”, sorry)
This is **difficult**. Take your time and don't give up if you can't get it in 5 seconds.

4. Annotated timelines (Sally)

Extension:

These are “big picture” questions. They do not have a wrong answer. You will need to think really carefully about your answers. I am expecting chunky paragraphs that will take me ages to read. Try to place your learning from this unit within your previous historical learning.

1. What are the three best facts you have learned during this unit?
2. What have you learned about the nature of the British diet during this unit?
3. What can you tell about the British from their diet?
4. How did changes in the British diet lead to other changes around the world?

5. Stretching beyond the time frame (Sally)

How desirable has Wiltshire been?

- Revisits previous topics
- Ticks the local and pre-1066 boxes for KS3
- Good opportunities for PBL at the end of year 9



5. Stretching beyond the time frame (Sally)

“Guerrilla History: Leave no topic behind” (Watkin)

The Transatlantic Slave Trade

Year 7

Depth Study
with a local
focus:
“Should
Westbury be
proud of its
town hall?”



Year 8

Causation focus
as part of a
wider unit:
“What had the
biggest impact
on Britain by
1900?”



Year 9

Significance
focus: “Which
was worse – the
Holocaust or
the
Transatlantic
Slave Trade?”

5. Stretching beyond the time frame

Phil – Hardenhuish School

English Civil War diary

- Concept – Getting Year 8 to write well without a level descriptor
- Application – One assessment sheet with aims and no level descriptors
- Results – Similar to the hundred year writing task, some descriptive tasks, but more pupils wrote independently than would have done if simply answering a question
- Conclusions – Less modelling in class and removal of levels.

How did religion change over 100 years?

- Concept – Getting my Year 8s to draw upon 100 years of history to make a judgement
- Application – No stimulus other than the sheet, which limited writing
- Results – Some still described events, but a large majority of my chosen class were articulate, made self-substantiated opinions and used their own evidence to back up
- Conclusions – Not to be afraid to reduce teacher input and get pupils thinking for themselves



English Civil War Diary

Assessment: Would YOU have killed the King?

You are going to write a final diary extract answering that question. Use the following to help write it:

- 1) It's after the execution January 30th 1649. Describe the scene outside the Banqueting House first then reflect upon why it happened (what did the King do? Do you think this was right/wrong?) Stick to historical events for this bit (use the game timeline to help you here)
- 2) Discuss the reasons for killing the king (what had he done wrong?)
- 3) Discuss the reasons Parliament had overstepped their mark? (What had they done wrong or Charles not understood?)
- 4) How does your character feel about it and would YOU have killed the King?

What would be a good piece of historical writing?

- A) Use historical words to be factually accurate (e.g. axe man, Banqueting House, Divine Right of Kings, January 1649)
- B) Make references to similar things happening in the past – link to previous historical episodes
- C) When you describe the reasons for the Civil War place an opinion behind them to show whether you think the reasons are valid or not
- D) Show an understanding of the BIG PICTURE in History – what does this event tell us about the power of people, power of parliament, role of religion?

- The task sheet was this. A simple list of aims with suggestions as to what a good piece of historical writing would look like underneath
- Pupils didn't receive levels, but comments
- Most accepted this
- Main conclusions
 - a) over time pupils would adjust to not receiving levels
 - b) descriptors for assessments can be our own choosing

Homework task:

Thinking about the century (1549-1649) as a whole, answer the following question using examples and explanation – How has the nature of religion changed in 100 years?

The nature of religion in the 100 years between 1549-1649 has changed dramatically. Although a country thinking its religion is considered major I believe that it isn't necessarily important as it has changed so many times. At the start of this century Henry 8th ruled the country beheading anyone who opposed him but within that 100 years people gained more rights; the century ended with King Charles 1sts execution. The reason for this I believe is the opening gaining confidence because of spiritual punishment, leading to rebellions opposing the kings religious views. To sum up at the end of the century the public are more extreme about their religion, lowering the kings authority.

1. Sense of scale

3. Personal opinion not controlled by any other influence

4. Great vocabulary used

2. Begins with Henry VIII then draws on Charles I. Knowledge clear.

Homework task:

Thinking about the century (1549-1649) as a whole answer the following question using examples and explanation – How has the nature of religion changed in 100 years?

As the throne changed from king to king the country monarch to monarch so did the main religion. When king Charles 1st became king the country became Catholic because his wife was Catholic and ~~and~~ of ~~sort~~ showed what all the Catholic churches were like. Charles liked the fashion and made more Catholic churches Elizabeth was Protestant but ~~let~~ let Catholics worship as she wanted ~~an~~ an equal country. Then the ~~ge~~ Germans came along and ~~made~~ made the equal country thing by declaring that everyone should be Protestant. ~~When the country was equal there was less civil wars which means that Elizabeth's way worked better.~~ excellent overview!

Here the task is broken down chronologically and it not so well interwoven. However, the real beauty of this answer lies in knowledge not taught!

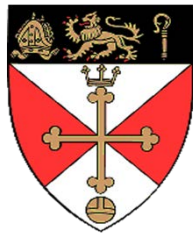
The end is of equal strength as the writer has come back to make a justified opinion as to which period was best.

Next step – New assessment descriptors

	Second order concepts						
Award	Knowledge	Significance	Interpretation	Causation	Change and Continuity	Diversity	Chronology

- As a school, we haven't chosen an assessment model
- However, since sharing ideas with the team I want to pitch a cross between stepped progress and better, more progressive descriptors

6. Feedback: focus on the target not the level (Matt)



Why was there a genocide in Rwanda?

Year 9 Assessment

Normal Route...

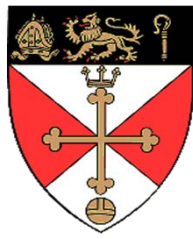
1. Teach knowledge
2. Pick assessment skill: e.g. explanation
3. Do assessment
4. Peer mark and level and move onto to next area

We do 6 assessments per year per year group. Therefore 18 assessed pieces of work.

Problems:

- The students don't recognise the links between topics, assessments, years...
- The students don't genuinely understand 'how to improve' or really know what a great historian is
- The students don't like assessments! They see them as something 'separate'

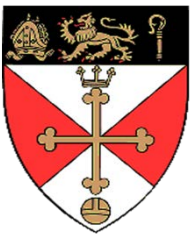
So this year we've tinkered with a few assessments.
The reality is we just don't have time for a massive
overhaul.



Therefore here's one example...

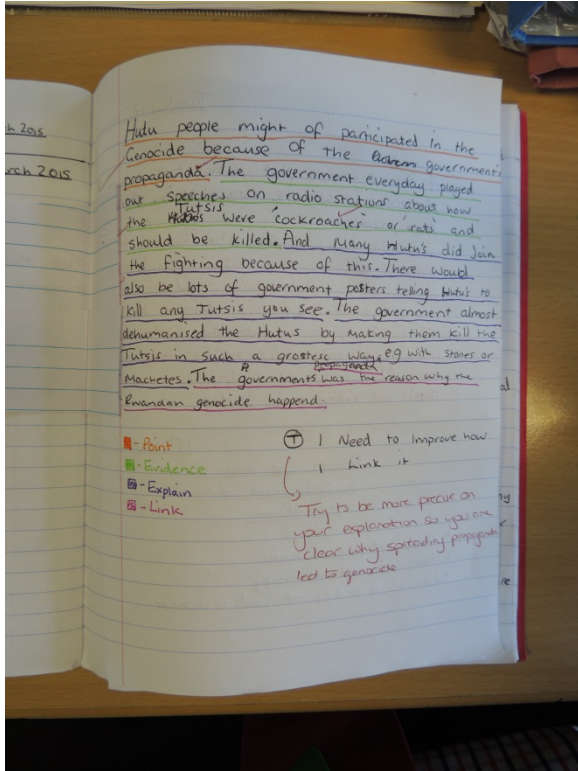
Why was there a genocide in Rwanda?

1. We introduced the knowledge as part of a Holocaust topic taught across Humanities
2. Whilst teaching the knowledge we spent greater time on skills; especially explanation. A whole lesson was spent looking at how to write an explanation paragraph.

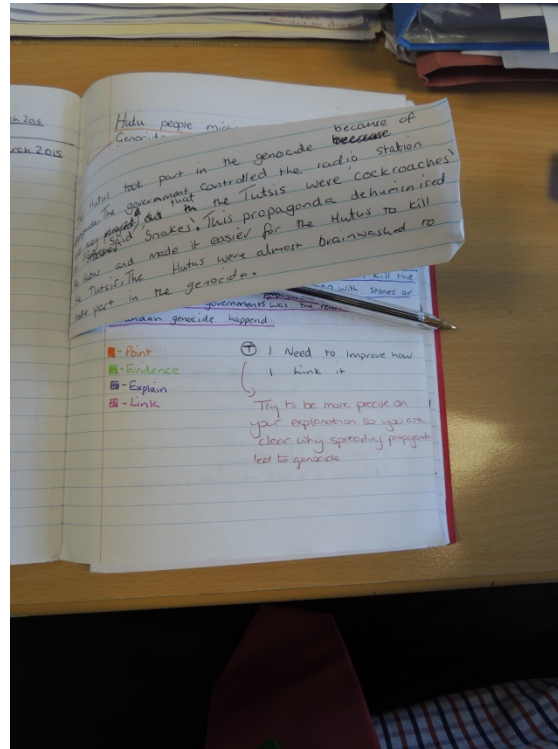


Skills lesson: students wrote a paragraph answering 'Why might Hutu's have taken part in the genocide?'

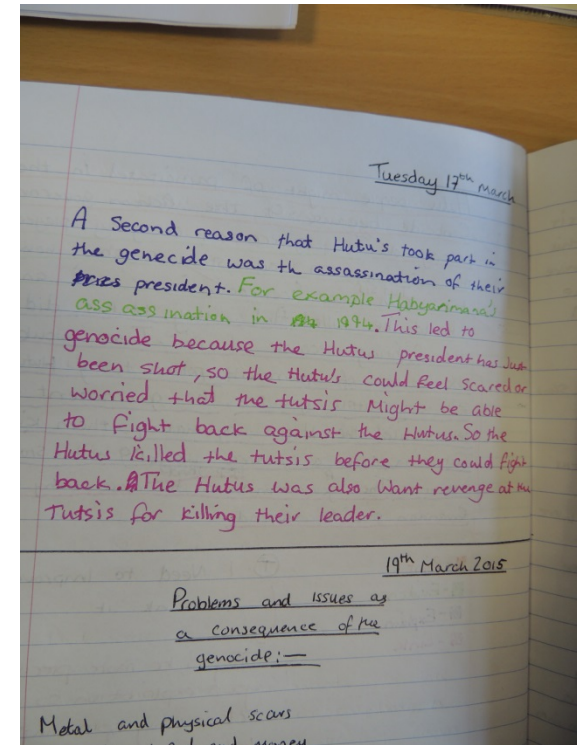
We then spent time colour coding PEE structure and doing the usual WWW & EBI.



Paragraphs marked



Next lesson they rewrote their paragraph and stuck their new paragraph over the top to show the difference

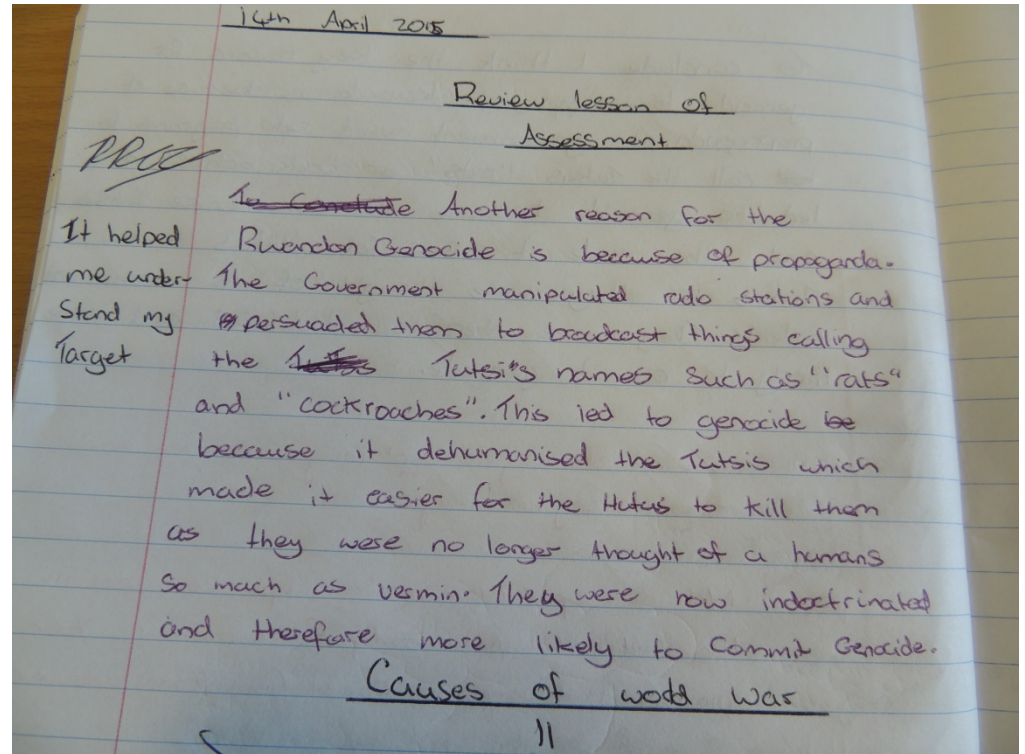
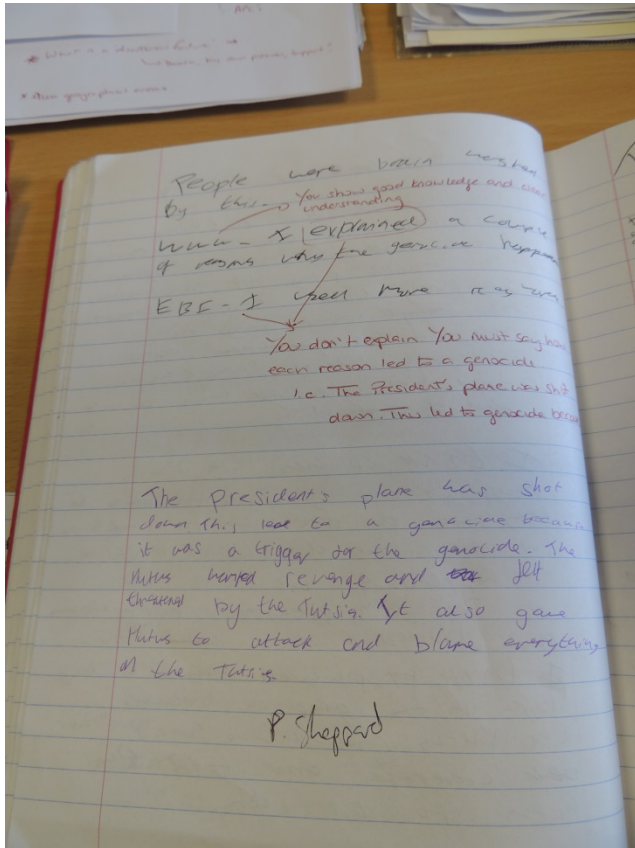


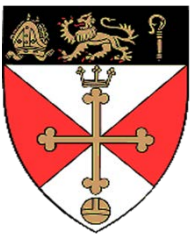
Finally they wrote a second paragraph to show they fully understood it.



3. We then set them the assessment in lesson which they peer marked based on the skills we had used for the last paragraph; no levels used or mentioned.

4. Again, students had to rewrite a paragraph/section based on their target





5. Homework: students had to take their book home and explain to their parents what their target was and how they needed to improve. Parents had to sign their book and were invited to comment

Sophie King 9RC

Some of that the Belgians are to blame. They created inequality throughout Rwanda and split the people up. They were also a commander and then they became a land of conflict and violence. Over time, the Hutus have learned remaining Hutus have learned to forgive the once 'psychopathic' Hutus. Many of the Hutus were friends and sometimes family to the Tutsis. Someone's brother could have killed their father. That was how peaceful the Hutus were indoctrinated and the Hutus de-humanised. I feel that prioritising the reasons for the genocide is wrong because the genocide was so devastating. I believe that each person contributed towards starting the genocide but some of them had a greater effect. A genocide like the one in Rwanda really can be an eye-opener. People in this case, the Hutus, can be so easily indoctrinated into believing that ~~some~~ of their own kind can become de-humanised and murderously transformed into an animal and an enemy.

Teacher: This is an excellent answer, great knowledge and you are explaining and linking to the question well.

EB: Try to emphasize your main reason throughout rather than just in the conclusion. Also is it fair to blame the Belgians?

Although the Belgians were the ones to split Rwanda and essentially leave them as a in the beginning of a conflict, the other countries of the world did nothing to help prevent the genocide from happening. They were aware but were also distracted.

William
Sophie has understood the target given I added it to her assignment
11/11/15

Another reason for the genocide was that the Hutus president's plane was shot down and the president was a Hutu and the Hutus blamed the Tutsis so the Hutus were angry because and this ^{was} a genocide cause because their leader was killed by the enemy.

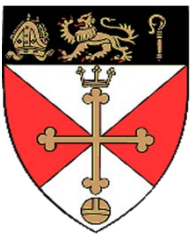
You have taken on board the EB1 comment. Well done William. Parent.

Checked by
your Teacher

Causes of WWII

14/3/15

Pros and cons...



Pros:

- Students understanding of how to improve
- Knowing parents were going to see them meant some took greater care and effort to understand comments
- Comments on our tracking forms were more in depth
- Some parents wrote messages back and liked the involvement

Level/mark achieved	End of Key Stage 3 Target
7c	7B Target to improve:
8b	
7B	

Cons:

- The topic area took longer as more time was spent on skills
- Quite a few students made the same mistakes in the assessments as they did in their paragraphs a week before
- Some parental signatures were dubious but I suppose parents evening would solve that
- Quite a few still wanted to know their level so I'm now experimenting with Yr7

Next steps:

- Reword assessment to 'Why do genocides happen?' This will allow us to make links with issues in Yr7 & 8 so students can make wider connections.
- Looking at parents 'ticking off' 3 assessments per year and putting on tracking form
- Colour coding/stickers for assessments to let students know if they are on target

6. Feedback: focus on the target not the level (Dave)

- Citizen historian
- Identification of key skills – department and whole-school perspective – what do we want our Y9s to be able to do.
- This then led into a skills map – we chose 4 areas – describe, explain, evaluate, critically evaluate (use evidence). Close links to GCSE requirements – at the behest of SLT.
- Decision that we would create a video to explain each of these skills – i.e. how to explain, how to compare, how to evaluate.
- Students could then use these videos to set success criteria for how to achieve their target.
- QR codes would allow students to access the videos.

7. Tracking (Dave)

- Progress would be measured using a BRAG system – traffic-lighting progress.
- For us that meant hiding the target level. Using that as a tool for teaching staff, whereas for learners the focus was the learning target and amount of progress being made.
- 2 classes of Y9 – 1 told level and BRAG. Another just told their BRAG. Helped to stretch and challenge more able learners – this was a wake up call from coasting into a L6/7.

Application

- Students set specific skills based learning target – i.e. explanations, comparisons, or evaluation.
- Use the video to set themselves success criteria.
- (Assess, address model) Self-assess – how well they have met the target.

Reflection

- Choice of activities based on individual specific skill target
- The skills map: learning conversations began to be more focused on the specific skill needed to improve, rather than the level. When pupils asked what are they aiming for – no more ‘level 5’ answers. Instead pupils say they need to improve their explanations. Or begin to compare factors.
- BRAG: an aspirational measure
- MAT students

8. A model for progression? (Adele)

A scaffold not a cage (Lee & Shemilt, 2003, TH113; Ford, 2014, TH157)

History Progress Map

			Knowledge	Understanding				
				a) Causes	b) Change and continuity	c) Significance	d) Interpretations	e) Source enquiry
CREATE	Evaluate Application	Assessing theories; Comparison of ideas; Evaluating outcomes; Solving, judging, recommending and rating; Contrasting perspectives.	Original and independently researched evidence.	Evaluates different perspectives about the causes of events depending on the time, class or location.	Evaluates different perspectives about change and continuity depending on the time, class or location.	Evaluates different perspectives about significance depending on the time, class or location.	Evaluates different interpretations depending on evidence chosen, time, religion and politics.	Interrogates the source independently and uses it effectively. Considers the differing perspectives of a source.
		Using concepts to create ideas; Design and invention; Composing; Predicting Combining; Justify.	Wide ranging and carefully chosen evidence.	Analyses how catalysts, short term and long term causes interplay to explain events in the past.	Analyses a period of history to identify and explain periods of change.	Analyses the most important using short term, medium term, long term.	Analyses the merits and weaknesses of different interpretations.	Analyses the source using contextual knowledge.
COMBINE	Analysis Linking	Identifying and analysing patterns; Organisation of ideas; Recognising trends; Conclude.	Carefully selected and precise range of evidence.	Explains how causes are linked. Explains why causes are more important than others.	Identifies and explains turning points in history. Explains how rates of change can be different for different groups.	Compares reasons for and against why something is important.	Explains clear reasons for different interpretations Explains clearly the purpose of the interpretation.	Considers the nature, origin and purpose of the source. Evaluates the sources.
		Using the core; Solving problems using methods; manipulating Designing; Experimenting; Explain; Compare.	Relevant and appropriately selected evidence which may lack depth.	Explains causes of events in the past. Begins to explain why some causes are more important than others.	Detailed explanation of how things changed and stayed the same. Sound understanding of chronology.	Explains in detail the significance.	Begins to explain reasons for different interpretations Considers the purpose of academic, educational, fictional interpretations.	Explain the source using details from it. Compares sources.
CORE	Understanding Knowledge	Comprehension; Translating; Summarizing; Demonstrating; Discussion; Describe.	Limited relevant factual material.	Describes some of the causes of events in the past.	Able to describe some things that changed or stayed the same.	Gives reasons why some people or events are important.	Describes different opinions about events or people in the past.	Describes detail in the source.
		Remember; Recall of information; Discovery; Observation; Listing; Locating; Naming.	A little accurate and relevant material.	Gives basic facts about some causes of events in the past.	Identifies things which changed or stayed the same.	Show a basic opinion about significance.	Understands that different people have different opinions about events or people in the past.	Identifies surface level detail from the source.

1. Renewed focus on what we value and a re-engagement with purposes of a history curriculum
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The PIZZA group?



Your takeaway?



Any questions?