

<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>
1	Each short term students will complete at least one exam style questions for African Kingdoms, and at least one exam style question for the Tudors.	The assessment is marked by the teacher and students are given percentage scores, and grade boundaries applied using historic exam board data. Students are given diagnostic feedback and marking proformas are used. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills, or enhance metacognition at a whole class or individual level.
2	Each short term students will complete at least one exam style questions for African Kingdoms, and at least one exam style question for the Tudors. Students will also complete a mock exam.	The assessment is marked by the teacher and students are given percentage scores, and grade boundaries applied using historic exam board data. Students are given diagnostic feedback and marking proformas are used. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills, or enhance metacognition at a whole class or individual level.
3	Each short term students will complete at least one exam style questions for African Kingdoms, and at least one exam style question for the Tudors. Students will also complete an unseen mock exam.	The assessment is marked by the teacher and students are given percentage scores, and grade boundaries applied using historic exam board data. Students are given diagnostic feedback and marking proformas are used. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills, or enhance metacognition at a whole class or individual level.

<b>Homework</b>	<b>How is homework used to support learning?</b>	<b>How is homework marked and feedback to students</b>
	Self-marking quizzes used in Moodle to assess understanding of content and revisit prior learning. Some other activities, for example flipped learning, research projects or essays will also be used.	The quizzes are self-marking. If essays are set for homework they will be marked by the teacher. Revision may be monitored and support given, but it is assessed through testing.

<b>In class and 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 on exam stye questions, 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>Any other information</b>	
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1	Students will complete an exam style question for each unit that they study in the Russia unit of the course. For their independent coursework unit, students will be asked to regularly reflect on their own progress.	The assessment is marked by the teacher and students are given percentage scores, and grade boundaries applied using historic exam board data. Students are given diagnostic feedback and marking proformas are used. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills, or enhance metacognition at a whole class or individual level.
2	Students will complete an exam style question for each unit that they study in the Russia unit of the course. They will also have completed a mock exam. By February half term, students will have completed the coursework section of their A Level.	The assessment is marked by the teacher and students are given percentage scores, and grade boundaries applied using historic exam board data. Students are given diagnostic feedback and marking proformas are used. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills, or enhance metacognition at a whole class or individual level. Coursework is marked and moderated in line with the expectations and guidance set out by OCR.
3		

<b>Homework</b>	<b>How is homework used to support learning?</b>	<b>How is homework marked and feedback to students</b>
	Self-marking quizzes used in Moodle to assess understanding of content and revisit prior learning. Some other activities, for example flipped learning, research projects or essays will also be used. From Term 2, students will be expected to be revising consistently.	The quizzes are self-marking. If essays are set for homework they will be marked by the teacher. Revision may be monitored and support given, but it is assessed through testing.

<b>In class and 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>
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