

Self-Evaluation Subject Profile

Curriculum Area - History

Evaluation Area - Assessment, Recording & Reporting

Descriptor	1	2	3	4
Assessment is linked to NC Programmes of Study & level descriptions for History				
Specific criteria are applied when marking pupils' work e.g. NC level descriptors				
Assessment is internally moderated by staff to ensure consistency and reliability				
There is regular and substantial marking of pupils' work				
There is regular and substantial feedback to pupils in order to identify their strengths & weaknesses				
Assessments are used by teachers in their planning & to set appropriate targets for pupils (e.g. targets linked to specific pupil weaknesses and / or NC level criteria)				
Teacher records contain a full picture of pupils' achievements & progress				
Information from assessments is analysed effectively & used to improve pupil performance and contribute to whole-school self monitoring / evaluation procedures				
Reports to parents provide a full & accurate picture of their children's achievements and guidance for further improvement				

- 1 =good with outstanding features
- 2 =good features and no important shortcomings
- 3 =good features outweigh shortcomings
- 4 =some good features but shortcomings in important areas

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Curriculum Area - History

Evaluation Area - Subject Standards

Descriptor	1	2	3	4
Most / many pupils: -				
Develop clear and progressive chronological awareness				
Have good knowledge & understanding of past events				
Appreciate how past events helped shape the present in terms of change, continuity, causation and sequence				
Have a sense of enquiry and ask pertinent questions				
Are able to share ideas and discuss opinions				
Organise and present their findings clearly and succinctly				
Make appropriate use of primary and secondary sources				
Demonstrate an awareness that there may be several interpretations of people, issues and events from the past (at L5)				
Communicate in a variety of ways (orally, in writing, using ICT etc.)				

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Curriculum Area - History

Evaluation Area - Teaching Effectiveness

Descriptor	1	2	3	4
Informative exposition of up-to-date knowledge & concepts				
Appropriate emphasis on development of pupils' knowledge & understanding through chronology				
Presentation of work engages and interests pupils				
Appropriate balance of teacher exposition and individual, pair and group-work by pupils				
Rigorous questioning of pupils to probe and extend their understanding				
Pupils have sufficient opportunity to express & justify their ideas orally				
Pupils have sufficient opportunity to express & justify their ideas in writing (in KS2)				
Pupils have sufficient opportunity to consider / discuss information and evidence gained from sources				
Effective use / follow-up of any educational visits				
Planning allows for appropriate continuity and progression in pupils' knowledge, understanding and skills				
Appropriate differentiation planned and organised for different ages and abilities of pupils				

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Curriculum Area - History

Evaluation Area - Key Skill development

Descriptor	1	2	3	4
Most / many pupils: -				
Are able to relate their knowledge and understanding of the past orally and in writing				
Read appropriately				
Research and discuss historical questions / facts				
Use mathematical skills in analysing and interpreting statistical evidence (at an appropriate level)				
Use ICT to locate and retrieve information and evidence				
Use ICT to: - <ul style="list-style-type: none"> • communicate findings • create databases • analyse databases • run historical simulations 				
Begin to develop self-study skills				
Work effectively with others				
Begin to develop problem-solving skills				

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