Barrow Island School (Bronze)

Teachers assess children’s work in geography by making informed assessments as they observe them working during lessons. Teachers evaluate the progress that children make by assessing work against the learning objectives for their lessons. Teachers then use this information to plan the future work of each child and to make an annual assessment of progress for each child, as part of the annual report to parents.

Brindishe Primary school (Gold)

Pupils and staff regularly review and set new targets with the children through discussion, marking comments and learning books. Parents are formally consulted about the targets and progress during mid-year target setting meetings and end of year reports, as well as informally during the year as and when required. Formative assessment is used continuously to inform planning. The Progression in Learning document sets out the key learning intentions for each year group and these inform the planning, and the prior and future pupil attainment and curriculum content. Assessment takes place at the end of each teaching unit, is identified in the planning stages and based on the identified learning intentions. A portfolio of levelled work is regularly updated to help teachers with the levelling process and the curriculum leader will be working with staff from both key stages to assist with the levelling. This and work sampling from all year groups is used to monitor the standards of geography within the school.

Gospel Oak Primary School (Gold)

Lesson observations in class showed that there were clear and appropriate learning objectives, lessons were practical and creative and children were meeting the high expectations set by teachers. All units contain specific enquiry questions where children are able to have some influence on their learning. The entire scheme of work was updated last year with many units planned from scratch, and this was partly based on children’s own comments about the types of things they most enjoyed learning about.

Assessment in geography is still developing and is part of our action plan for this year. We feel we are making progress and it will soon be a strength. The first lesson in each topic is often planned as an informal assessment lesson, where teachers can gauge children’s prior knowledge and teach accordingly. Teachers have a broad understanding of level expectations and the coordinator made use of them when planning the new scheme of work. We also spent a staff meeting looking at progression in geographical enquiry skills so that teachers were aware of the expectations.

Teachers are continually using formative assessment to adapt their lessons and to differentiate work so that all children can achieve. In each topic in key stage 2, a lesson is identified for quality marking. Work is highlighted in pink where the objective has been met well and in green where it could be improved. Children also use highlighters for peer evaluation and they are a useful aid to give feedback to others.