**Departmental Teaching and Learning Evaluation 2012-2013 Department : History**

**Section 1: Achievement of pupils in the subject.**

**In 1212 the History department results were outstanding**

* (76 entries) achieved 94.7% A\*-C (compared to FFTB 71.7% & FFTD 75.7% & a national average of 67.9%)
* At A/A\* they scored 43.4% (compared to FFTB of 27.8%, FFTD of 32.3% and a national average of 27.2%)
* Average residual in the department was 7
* We have similar interventions in year 11 for the 2013 as part of the departmental plan (document available).

Unit 1 exam had been sat in year 10 with 88% passing this at A\*-C. This showed that more students had gained a C grade by enough of a margin to pull up their overall marks by the end of year 11.

Several factors helped this result - being able to sit unit 1 in year10, having the option to re-sit the paper if the student did not achieve their potential. This was a voluntary choice made by the student after discussions with parents and their teacher. The timing of the course & the days on which teaching was timetabled meant that the department was not hit as often for training days and bank holidays etc… and so we had 5 clear weeks of revision at the end of the course, coupled with block revision session’s days before the exam.

The department planned the revision materials & lessons carefully to ensure that students were confident in skills and had good subject knowledge.

**Predications for 2013 GCSE History show that achievement in History is currently outstanding**

* 31.9% of the cohort (62/194) are studying History at GCSE.
* Based on final tracking for year 11 which included their unit 1 final exam grade, history have predicted the following results:
* 41.9% A\*/A (compared to FFTB of 29.8%, FFTD of 34.5% & national average of 29.9%), 91.9% A\*-C. (compared to FFTB of 73.1%, FFT of 76.9% and a national average expectation of 69.9%)

These predictions have been arrived at using the unit 1 exam mark that students sat in year 10 and teacher assessment for the autumn and spring term. When the results for the controlled assessment are added in to this figure, it falls slightly to 90.3% A\*-C predicted.

**Year 10 History** predictions look outstanding & provides a similar picture at this stage with a prediction of 96.7% of students predicted an A\* to C grade. Each student represents 1.69%. Currently we have 2 students on D1 who could be converted to C3’s. There are also a number of students on C3 – 18% which is a considerable number and careful intervention will be needed to ensure that this group do not slip.

83.3% are seen to be on target with their FFTD.

The tracking data is based on teacher assessments done throughout the year and does not include any controlled assessment marks. This will be available by September 2013.

**KS3 History**

**In year 9** data shows that 3.05% of students reached level 8, 2.03% level 7a, 9.14% 7b, 10.66% 7c., 38.75% got level 6, 34.01% level 5 and just 2,54% a level 4. 69.5% of students at the end of KS3 reached or did better than their predicted target. The majority of students who missed their target achieved the level but were 1 split level down.

 **In year 8** 81.4% of students reached or exceed their end of year target

**In year 7** 85.7% of students met their end of year target. This target was set at the start of the year based on a baseline teacher assessment as opposed to KS2 SATs.

**Section 2: quality of teaching in the subject**

**Overall teaching within the department is good with regular examples of outstanding teaching.**

Particular strengths highlighted in the feedback from the observations are the enthusiastic attitudes to learning, constructive assessment and feedback given at timely interventions as part of learning, rapid and sustained progress of pupils in most groups, the use of imaginative and varied tasks and regular, appropriate homework opportunities. 67% of the lessons highlighted high level of expectations and excellent subject knowledge of the teacher.

There were 2 formal lesson observations of year 11, one was graded good & one outstanding. In year 10, 5 observations. For KS4 as a whole 3/7 were outstanding, 4 were good and 1 required improvement.

 The department already work closely together in joint planning, standardisation of work and discussion of groups. Increased department time next year will allow this to a greater degree.

**Behaviour management within the department is good**. Where students have been removed from lessons most occasions have been followed up with a phone call to parents. Where the decision has been made not to call parents, this has been made after discussion with the SSO or HOH. In those cases there have been larger issues being dealt with more centrally. We are addressing “pockets” of high numbers of on-call call-outs and negatives within the department and will continue to address this through both whole school and departmental training in 2013-2014.

The department contact with home is good. We keep a log of all phone calls made to parents, any emails sent are on the system and there are materials on the school website. To further improve contact with home the department need to use more whole cohort texts or emails to parents to inform them of specific events such as dates for controlled assessments.

**The results of work scrutiny show that the feedback given to Students and the provision for AFL is good.**

Data shows (see MEI file) that History homework is always marked clearly and targets and levels are given clearly. Students have the opportunity to self and peer assess and the feedback allows for rewards for effort and progress.

The department has taken on board feedback from it’s own student voice survey that highlighted that although the feedback and marking / targets is good, some students felt there was not enough time given for them to respond to the targets. As a result of this students have been given a realistic amount to time in lessons to go over the work and respond to the targets by improving their work.

The department marking policy has also been amended to show that it is policy to build in time for this type of review (see document).

Standardisation within the department has shown that on the whole the levels given are consistent across the subject. We have been writing new mark schemes for peer and self assessment . Nearly 50% of the students asked said that there were lots of opportunities in History to peer and self assess. Since this survey was carried out the department have introduced even more assessment opportunities of this kind. (See books & network files)

The student survey highlighted that the most helpful comments they received in any subject were in History. **Therefore feedback in History is good**. The dept student voice has highlighted that some lower ability students struggle to access the historical terminology given in feedback. We have tried to be consistent in using the language that promotes skills. In year 7 & 8 students now accept words like ‘continuity, usefulness, accurate’ etc... as part of their vocabulary and they understand it. In year 9 bottom sets only, students have struggled with understanding this language. The department is working with the SEN department to address this by providing clear definitions and visual aids for the language used to describe key skills.

As well as feedback from students about marking and the use of peer and self assessment in History, the department has also conducted a survey to inform a curriculum review.

The results showed that there are activities and topics in each year that students particularly enjoy. The department will take this information into consideration when implementing Gove’s reforms in the future.

The department continues to improve links with outside agencies and members attend training provided by the LEA and where possible network meetings. We have all attended the HA conference this year, with one member of the department leading a workshop and attended training sessions by the SHP network. We work closely with the Mount School and the University of York ITT programme. The department has taken part in the AQA consultation and volunteered to continue to work with this exam board. We have also nominated ourselves to be part of The Historical Associations charter mark scheme to model excellence in History teaching. These links help to support teachers in understanding national developments, key issues within History and in creating imaginative and creative lessons. We will continue to share planning, examples of good practice, resources and disseminate and embed new ideas across the department very effectively. The network makes it easy to share ideas and the popular uptake of History at GCSE shows that students enjoy the subject.

**Section 3: quality of the subject curriculum**

**The curriculum is good**. Students study a wide range of local, national and world events. This is developed roughly chronologically although other studies such as the significance of inventions in Year 9 require students to make comparisons across time periods. The Yr 9 scheme of work, in particular, is written with the needs of students who will be ending their study of history at KS3 firmly in mind. The innovative use of lessons such as “should Tony Blair go on trial?” engage our learners and secures their enthusiasm.

The department is currently reviewing the balance of topics we teach at KS3 to ensure that we are offering a combination of in depth studies and themes over time. We intend to introduce a local study unit into year 8 and a world study in year 7.

Pending the outcome of the recent subject curriculum review by the Department of Education (which proposes to scrap the content we currently teach in years 7 and 8) the department has paused a curriculum rewrite. Instead the focus is on tightening assessment and mark schemes; including allowing students to use a greater amount of peer assessment. We will also focus on the timings of the assessments in light of the end of KS 3 exam at the end of the year.

The department creates an outstanding range of enrichment opportunities for its students. In the last two years students from Year 10 have joined The Mount School, York on a trip to the Battlefields. Current Yr 10 students have been involved in a project exploring memory and remembrance with students from the Philip Melanchthon Gymnasium, near Berlin. This has allowed them to liaise with students from different age groups (KS5) different schools and different countries. This project has also involved an exchange visit. Students from Millthorpe hosted several of the German students. Year 9 students had the opportunity to visit the Holocaust Centre – Beth Shalom, the Royal Armouries in Leeds and the Imperial War Museum North, as part of the 20th Century curriculum study. Year 7 have an opportunity to go on the “Horrible History” bus tour around the centre of York as part of their lessons. Several students have had their historical fiction entered into a national competition.

 Next year we would like to run a joint extended learning day, within school for Year 9 in collaboration with English to mark the centenary of the First World War. We are also planning a joint activity with Languages and RE to mark Holocaust day.

**Section 4: the quality of leadership in, and management of the subject**

**The leadership and management of History is Outstanding**. Members of the department are highly valued and all contribute to the shaping of the Schemes of Work and the planning of resources. The job share is managed effectively to allow continuity of leadership.

Members of the department feel highly valued. They are given effective performance management and opportunities for self improvement are found: e.g. enhancing our understanding of progression at KS 4 by creating links with the Mount School to allow the observation of AS level teaching in History. All members of the department have contributed to shaping of the Scheme of work and materials and new teaching ideas are routinely spread by email the share network. The department office notice boards are used to spread the newest ideas and to invite feedback on the current scheme of work.

Department leaders are excellent ambassadors for their subject. They are very well informed about the latest developments. They are involved in delivering CPD to wider community including working with the Historical Association (in the form of articles and workshops), York University (workshops delivered to History PGCE students) and the York LEA History cluster (workshops delivered). All members of the department attended the Historical Association Conference and were able to gain a day of subject specific CPD. This will be shared within department meetings to encourage good practice. The department regularly takes ITT students from York University and benefits from their new ideas. All staff in the department are involved in the mentoring of these students. The department support future teachers by accepting requests for the opportunity to visit the department to observe teaching prior to starting a PGCE & we embrace the use of YSIS students to enhance the experience of our students.

Standardisation of KS3 marking is an area that is being improved and this will continue to be a focus of department meetings next term and in our Department Improvement Plan.