Millthorpe School

Department: History

**Department Improvement Plan 2013/14**

**Our vision is to: share our passion for the past and use it to enable our students to understand the present**

**Our aims are to create students who:**

* are keen to discover how their world evolved.
* are not afraid to ask questions and express opinions.
* can process information in a variety of ways.
* can develop well- structured narratives and reach balanced judgements
* who can make sense of the present by their understanding of the past
* understand the origins of modern political and social problems.

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| **SCHOOL PRIORITY 1** | | | | | |
| **Focus** | **Who** | **What we will do** | **Successful if...** | **How/When monitored** | **RAG** |
| **SP1a:**  **Improve student attainment through better use of KS4 assessment data** | SGB  All class teachers & overseen by SGB | Move the teaching of the Controlled Assessment unit to January of year 10.  Texts / emails to all parents of History students – 2 weeks before each assessment to remind them that it is coming up.  All other assessment tests for KS4 will be taken from past exam papers. These will be passed to Karen Saunders to enable an accurate UMS conversion.  Exams to be used as end of topic tests and mocks are as follows:   * Year 10 end of topic assessments to be taken from AQA June 2011 exam only * Year 10 end of year exam to be the June 2012 AQA exam paper * Year 11 end of topic unit 2 tests to be taken from June 2012 AQA exam paper only. * Year 11 mock (Monday 9th Dec pm unit 1 & Monday 16th Dec am unit 2) * Unit 1 – June 2010 AQA * Unit 2 – June 2013 AQA exam papers – questions on USA and Germany only.   Feedback from assessment data will be used to create an intervention register for both yr 10 & yr 11 students. SGB will work with LDW & ARB to ensure that those students receive effective intervention.  Use of homework to collect data – although a record of homework marks will not be recorded on the KS4 tracking spread sheet, but will be recorded in teacher mark books, and in student tracking sheets at the start of their exercise books – if a student does not complete a homework to a satisfactory level they will be expected to redo / correct relevant parts.  Homework tasks will take a variety of forms from exam questions (taken from AQA exam papers not listed above) to revision tasks to embed knowledge.  After each round of tracking SGB will review data on ‘digger’ JTB education & follow up any students causing concern using the process outlined for concerns raised by teacher assessment. | All of year 10 has completed both Q1 & Q2 of controlled assessment so that we have concrete Data by the end of year 10.  Parents receive email/ text  Students show progress from their end of topic assessment tests & homework’s in line with FFTD predictions and aspirational targets.  Students in intervention programme should show progress in next round of tracking highlighted in data.  Students who have needed follow up work (either at home under parental supervision or monitored in school by classroom teacher or HOD) will take another assessment & show improvements have been made.  Feedback from these students to show intervention has been helpful.  Homework is completed and handed in on time.  Teachers should ensure a prompt turn-around of marking & feedback to KS4.  Any missing or below standard pieces will be flagged up to:  a) student in first instance  b) HOD, student and parents in second instance  List of students requiring intervention is compiled.  Intervention strategy for each student is put in place.  Parents are contacted & kept informed of their child’s progress. | All KS 4 year 10 teachers to have marked all question 1 controlled assessment by June 1st 2014.  All KS 4 year 10 teachers to have marked all of q 2 controlled assessment by July 18th 2014.  Liaise with office to set up email mail merge for each year group (also relevant to KS3)  All end of topic assessment marks, controlled assessment marks & exam marks are to be imputed on to the History data base.  UMS conversion by Karen Saunders will help to provide accurate prediction.  This mark will be used to help predict if the student is on target.  SGB & class teachers will review all student progress at the end of each assessment.  Any student whose progress shows red or amber will be spoken to by their teacher in the first instance & followed up by a learning conversation with SGB.  Parents of these students will be contacted by telephone to highlight concerns and to go through areas that the students need to improve on.  Reference to materials on school website to aid catch up.  Opportunity will be provided for these students to take another assessment once remedial work has been carried out either at home or in History catch up sessions  SGB Work scrutiny of KS4 books w/c 20/11/13  Drop in lesson observation of year 10 & 11 lessons – look at books, speak to students  Register kept of intervention sessions / phone calls to parents & discussions with students. |  |
| **SP1b:**  **Improve student attainment through more effective use of exam board marking criteria** | SGB  All | Use of AQA online standardisation systems (TOLS) is currently unavailable for History syllabus B. However the HOD will continue to monitor the availability of the materials for History B as AQA is currently expanding the range of subjects that have online standardisation available.  Assessments highlighted above will be marked using exam board mark schemes.  Department meeting time has been set aside to moderate KS4 work using these mark schemes.  More homework will be set using exam questions where there is a student friendly interpretation of the mark scheme for them to use to peer or self- assess.  Use of model answers (from exam board E-AQA) or written by SGB to show difference between A/\* pieces and C/D pieces of work. | When they become available, a dept. meeting will be set aside to moderate using these.  In the meantime the dept. will continue to use exam board mark schemes and standardisation activities in dept. meetings for years 10 and 11.  The staff feels confident when using exam board mark schemes and in teaching towards these schemes.  Each type of exam question, in each topic has at least 1 exam style question that is supported by an exam mark scheme and model answer.  Students feel confident in using mark schemes to peer and self- assess.  Students improve in each skill where they have used exam board style marking criteria.  Students are given time either in class or for homework to improve their work by using feedback given by the teacher, peer or self.  Use of student tracker sheet at the front of their exercise book will contain evidence of progress in a particular skill or knowledge area.  Where a student is struggling to make the expected progress, the teacher should flag this up with the student, set support tasks, offer extra sessions to catch up or revisit the problem area. Use of department ‘History hands on help’ sessions available.  Phone contact should be made with parents to encourage them to support their child in the problem area. Use of specific homework tasks for the student and parent to get involved in. – this could involve learning key facts & getting the parent to test them, discussing a source with a parent or getting the student and parent to watch a documentary about a topic | SGB will check AQA website weekly.  Dept. meeting standardisation time  controlled assessment moderation – 23/10/13  New SOW will highlight these tasks and resources. – Available at the start of each unit across the year.  Materials will be shared and available on the network.  All teachers will check use of student tracking sheets when books are collected in.  Time should be set aside in class to complete these, but also for homework.  Parents are more engaged with students learning.  Students feel more confident and progress is made, reflected in more secure target grades. |  |

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| **SCHOOL PRIORITY 2** | | | | | |
| **Focus** | **Who** | **What we will do** | **Successful if...** | **How/When monitored** | **RAG** |
| **SP2:**  **Improve feedback to students and parents through tighter structures for KS3 formative and summative assessment & KS4 assessments** | RXL leads  ALL  ALL | **Feedback to parents**  To improve contact with parents we will use more whole cohort texts/ emails to inform parents of specific events, e.g. dates for controlled assessments.  Each term a cover sheet in the front of the exercise book informs parents of key assessment dates, setting reviews and topic to be assessed. This will be signed to show it has been seen by parents or carers.  **Feedback to students**  Following tracking, any students who show up as being red flagged – each teacher will speak to that student & devise a plan to help them to catch up. In consultation with the parents targets will be agreed and resources made available to students in order to reinforce their understanding. It is expected that parents will be involved in monitoring the extra work given. E.g. revision tasks which they could test their child on, programmes they could watch together or discussions around a piece of evidence. Students will also be encouraged to attend the homework clinic in order to check they are on track with their current work.  If the student still fails to make the expected progress then a move of sets will be considered. Agreement will be needed with Geography and RE.  All students in KS3 will have a long term planning grid showing the dates of formative and summative assessments to allow them to plan their work load  Extra information that could be of use to parents such as places to visit and suggested additional reading will be included.  Mark schemes will continue to be adapted in KS3 to ensure all students have access to a new style mark scheme with clearly written level descriptors.  New mark schemes need to be developed for lower ability sets in much simpler language  New Summative style exams need to be written. The department is currently discussing different styles of exam and will devote department time to this matter in September. | Students are better prepared for assessments. Parental feedback shows that parents feel well informed of assessment content, skill assessed and dates.  Improved performance in assessments is recorded, reflecting greater revision.  Students regularly refer to the sheets (for example at the start of the lesson to see how the topic connects to previous or future learning)  Parental feedback shows that they are aware of the sheets and that they have used some of the suggestions.  All KS3 assessment have a uniform style of mark scheme in student friendly language by April 2014  These will be differentiated for lower ability sets.  A summative style of assessment is agreed. Exams are written by Jan 2014 | Student voice will be used to monitor success of cover sheets and record any concerns.  Work scrutiny shows that all exercise books have copies of cover sheets and that these have been signed by parents. (HODS/SLT)  After each round of summative assessment students not making expected progress will be red flagged and in the first instance the student will have a learning conversation with their class teacher, if necessary a phone call home will be made.  Assessment data will be reviewed and phone calls home will be made on the following weeks :  Year 7 : wk 14 , wk 26 and wk 38  Year8 and 9: wk 15, wk 27 and wk 39  Tracking data will be used to highlight students who are struggling or not making expected progress in weeks:  yr 7, 8 & 9 = 12, 21 & 31  year 8 & 9 this data will be used to inform humanities set reviews. Dates will be agreed with Geog and RE for more regular set reviews.(TBC)  Set reviews to take place with agreement from RE & Geog dept in weeks 13-14, 21-22 and final setting arrangements for following year in weeks 38-39  RXL ( overall responsibility for KS3)  SGB, ARB and LDW  Assessments to be used in Autumn term : new mark schemes by Sept 2013  Assessments used in Spring term by Dec 2013  Assessments used in Summer term by April 2014  ARB to write Yr 9 Exam  RXL to write yr 8 exam  LDW to write Yr 7 exam  Lesson Observations show reference to the grids being made in order to contextualise the learning.  Work scrutiny shows that all exercise books have copies of learning grids. (HODS/SLT)  RXL ( overall responsibility for KS3)  SGB, ARB and LDW  Assessments to be used in Autumn term : new mark schemes by Sept 2013  Assessments used in Spring term by Dec 2013  Assessments used in Summer term by April 2014 |  |

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| **SCHOOL PRIORITY 3** | | | | | |
| **Focus** | **Who** | **What we will do** | **Successful if...** | **How/When monitored** | **RAG** |
| SP3:  Improve teaching through AfL, more effective homework and increased challenge | ALL  ALL  ALL  ALL  ALL  ALL  ALL  ALL  ALL | **Improve teaching through AfL**  Time allowed for students to respond to teacher marking to be embedded into lesson plans.  Opportunities embedded to give students more opportunity during formative assessments to adapt their work in order to improve it. This means mark schemes for assessed work need to be given out at the start of the assessment and frequently referred to during the lessons.  To continue to build on our strong base of peer assessment with more opportunities for students to mark and feedback to each other using pupil friendly mark schemes.  **Increased challenge in class and in homework**  Review *all, most, some* as a differentiation method. Adapt existing slides to a level descriptor. Implement the use of Challenge v stress slide ( based on work by Mihay Csikszentmihalyi) to assess level of challenge in lessons  **More effective Homework**    To engage parents in the process of homework by creating more tasks where parents are involved in testing or being taught by their children.  To review our existing homework tasks in KS3 to ensure that they are more than finishing off or repetition.  To seek creative ways to manage large volumes of homework without overloading staff.  To provide students with a strong chronological framework by increasing the number of fact learning exercises. (This will need to be alternated with non -learning homework to avoid overload)  To use homework as a way of prepping students for a forthcoming lesson – allowing greater pace in the lesson and higher order concepts to be accessed. This will also increase challenge as students will be developing their skills of independent learning as they read about topics they have not yet studied in class.  To use homework as a tool to allow reflective learning. Encourage students to look back at previous  lessons and see connections and make links.  To ensure that all students receive homework at a frequency that reflects school policy. At present lower ability classes often get set too little homework or do not record it in their planner or fail to hand it in. | Lesson observation report more incidents of students amending their own work.  Book trawls reveal clear evidence that students have read and responded to teachers’ comments e.g. spelling of frequently corrected words improves.  Errors are not repeated. Students have adapted their work in relation to the mark scheme.  Pupil voice will continue to rank History as a subject that frequently uses peer assessment well.  Assessment data is used by teachers to set appropriately challenging lessons.  Teachers intervene rapidly if a student is dipping below expectations. There is a culture in the classroom that expects lessons to be challenging. The “Challenge v Stress slide” will be available as a slide to take frequent test of the level of challenge in the lesson.  Smaller, more guided tasks that require a comment or signature from parents  A suggestion of ideas for homework activities will be displayed in the History office. All staff will be encouraged to share their ideas for suitable homework activities in a dept. (In meetings and on the noticeboard in the office.)New, more challenging homework tasks will be assimilated on M drive throughout the year to build up a department bank.  Students display a much better knowledge of chronology in lessons and this is reflected by more detailed reference to facts and dates in their written work. They are increasingly able to link events and analyse common themes.  Students find it easier to make links as required to reach a Level 7. They are able to recall the learning of previous lessons and make connections with current learning. Pupil’s confidently support their discussion with reference to dates and facts.  The quality of debate in class is also improved by improved pupil knowledge. Students have greater confidence to question and debate with each other.  Lower ability classes see homework as non -negotiable. They complete it regularly and teachers are confident that they can spring board from this preparation in lesson. Students failing to hand in homework are attend dept. homework clinics and are given an end of school 10 min detention with unfailing consistency. | SLT and HOD’s throughout observation cycle.  RXL selects a range of KS3 students for a book trawl & SGB selects from KS4, to find evidence of student responses to marking each half term. Feedback given in dept. meetings each half term using Ofsted Criteria.  Evidence from book trawls/ lesson obs. and pupil voice. RXL **KS3 & SGB KS4** and SLT  Lesson Observations using Ofsted criteria provide evidence that students are working at a good or outstanding level for their ability. (SLT and HoD)  Ofsted criteria provide evidence that students are working at a good or outstanding level for their ability.  Wk 4 :RXL observe yr 7  WK5 : SGB observe yr 11  WK 7 : SGB observe yr 8  WK 8 : RXL observe yr 10  Wk 12: RXL observe yr 9  Wk 14 SGB observe yr 7  WK 17 : SGB observe yr 11  WK 18 : RXL observe yr 10  Wk 19 RXL observe yr 8  Wk 23 SGB observe yr 9  WK 25 SGB observe yr 11  Wk 27 RXL observe yr 7  Wk 30 RXL observe yr 8  WK 34 SGB observe yr 10  Wk 35 SGB observe yr 9  Evidence of parental interaction in ex. books.  Dept. meeting focussing on homework activities and review of our homework tasks at KS 3. Beginning of the Autumn term.  Improved homework activities will continue to be developed throughout the year.  Assessment results show students making good or outstanding progress. Tracking data shows more students are reaching level 7 and 8.  Lesson Observations (SLT and H o D) see high quality challenging homework being set to all groups, regardless of ability ( See previous dept. observation schedule)  History Dept. Homework clinics to be set up from Sept. RXL and LDW  Department Homework clinics to be set up. Monitored by RXL/SGB/LDW |  |

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| **ADDITIONAL DEPARTMENT PRIORITIES** | | | | | |
| **Focus** | **Who** | **What we will do** | **Successful if...** | **How/When monitored** | **RAG** |
| 1st World War Commemoration Project. (It is intended to start an application for a National Lottery grant to fund the project)  Raising the profile of the First World war Centenary within the school  Historical Association Charter mark | RXL & SGB  RXL  RXL/SGB | RXL & SGB to lead an ISSP project to create scripted monologues for characters involved in the First World War. These characters will be based on local research and our aim is to reflect each of the individual schools in the ISSP partnership or the localities in which the school sits.  All Year 7 / or each house? will be given an identity of a local York boy who signed up in 1914 to track throughout the next 4 years. We intend to let them know on the bulletin if their character has been involved in action, wounded or injured. This would be done every half term.  The Department has been invited to take part in a pilot project run by the Historical Association. They will be assessed on a variety of subject areas. | November 2014 Students perform the monologues on Remembrance Day. Footage of the performances is available through You Tube.  Students feel a genuine interest in their characters. It causes students to ask questions about various battles. Students want to know more! Students maintain their interest until Year 10 and have gained a real understanding of the length and events of the First World War.  There are 5 phases to the Quality Mark, these are outlined below.  1.)Audit of current provision and analysis of needs  2.)Working Towards the mark and gathering of evidence  3.)Self-Assessment using our self- assessment criteria  4.)Application and Quality Assurance  5.)Evaluation | This will be a long term project running over two years. The ISSP partnership will monitor student evaluations of the workshops.  Run By RXL and ARB  To follow the 100 year anniversary – therefore starting from 28th June we announce the death of Franz Ferdinand etc. Characters allocated ready to start “joining up” in Sept 2014  It is the intention to continue until Nov 2018.  At least a “silver“ award by Sept 2014. Judged by external assessors from the Historical Association. |  |