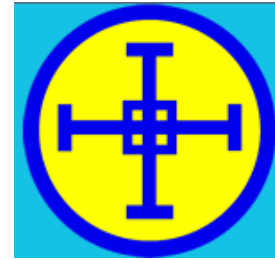


2.3 Self Evaluation and Monitoring: How does the school self- evaluate history? How does the process contribute to the overall improvement of provision in history?

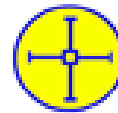
Monitoring of the subject is used to measure progress and inform development plans through the utilisation of learning walks, lesson observations, discussions with children and book trawls. Standards in history are shared with the whole school celebrating good practice and highlighting areas for improvement.



Lesson Observation Page 1



LESSON OBSERVATION FEEDBACK FORM			
School	All Saints C of E Primary School	Date	18.8.14
Year Group(s)	3	Subject	Topic
Teacher's Name	[Redacted]	Observer(s)	[Redacted]
Context of Lesson	24 children (Literacy group) Session time: 11.00-12.00	Learning Objectives	HA:
			LA:
			General: Question the reliability of sources

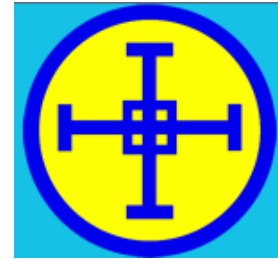


Development points from last feedback	Improvement Comment

Lesson observation profile	
Teaching and Learning	
Learners' progress towards learning objectives Demonstration of progress	HA Group: LA Group: General Progress: All pupils make very good progress because you pose interesting questions which encourage children to be analytical.
Teaching strategies Subject Knowledge Pace Engagement Knowledge of pupil/group needs	You plan useful and interesting sorting activity at the start of the lesson so that children can begin to practice discussing, thinking and analysing the effectiveness of different sources before moving on to applying skills with more depth. You have secure subject knowledge of the different types of sources and so are able to pose interesting and thought provoking questions as well as give a series of scenarios for the children to examine which promotes talk about the reliability of the different sources. Children have the opportunity to learn through discussion. You plan and approach the lesson imaginatively never losing sight of the skills of questioning, analysing and thinking critically. Technical vocabulary is used consistently and effectively to reinforce language and key skills of reliability of sources. Pace of the lesson is effective and on the whole you know when to let certain groups continue examining sources and when other groups are ready to move on.
Differentiation Challenge / pitch/ expectation Learning for groups	From the outset you tell the children that you want them to show you how they are thinking critically and so set high expectations for the skills you expect them to practice and apply. You set activities which lend themselves suitably to making the children think and make their own choices. You set three groups off ahead of the rest of the class as they are ready and do not need any further input at that stage. Tori and Rebecca's group have post-it notes to label up, after discussion, which sources they "trust" the most. This activity will support their independent writing next time and so is a valuable activity.

2.3 Self Evaluation and Monitoring: How does the school self- evaluate history? How does the process contribute to the overall improvement of provision in history?

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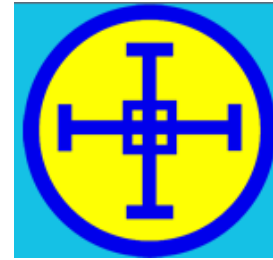


Lesson Observation Page 2

<p>Resources Cross curricular links New technology/ICT Adult support Learning environment</p>	<p>Resources are creatively and effectively selected to match the skills you want the children to practice and apply. The letter from Carlos Santino Padroz (Chief of Brazilian Police) sets a context for examining the sources. IWB slides are well prepared in advance and are used to set questions and develop questioning and examining of sources. The quality of the sources you produce are very good in that they are produced to make your teaching points about the reliability of sources. There is a range of well-thought out pictures and photographs including blurred images, footprint trails, "eye witness" accounts and drawings. This supplies the children with a broad range of sources which they can debate, examine and question. It is a purposeful and productive learning environment.</p>
Assessment	
<p>Use of assessment- 36 strategies Evidence of new Learning Inclusion- pitch for groups Planning Links to previous learning/ marking Differentiation- dis for different groups</p>	<p>Next steps are discussed with the children and children get given feedback from your observations of them working e.g. <i>"what I have noticed as I come around is...."</i> You stress and reinforce the new skills you are expecting to see them using which is to think critically and to examine and analysis the reliability of the different sources.</p>
<p>Quality of Marking/Books Feedback Dialogue with learners</p>	<p>Children are given constant reminders about the skills you want them to apply e.g. <i>"Remember I need you to question how reliable the sources are..."</i> When you ask the children questions you expect them to respond by explaining and justifying what they are saying. You praise children that do this well and demonstrate "deeper thinking". The purpose and intended learning outcome of this lesson is for them to consider the reliability of the sources and so your feedback is focused on this and keeps reinforcing and returning them to this skill. You give examples of how a photograph can be both the most and the least reliable depending on the quality of the photo and when and where it was taken. Dialogue with learners' moves lesson and learning along and is used to reinforce the key skills.</p>
<p>Pupil self-assessment Pupils use of learning tools/working walls Knowing how to improve Language of Improvement</p>	<p>During the sorting activity learners act upon teacher feedback and re-position and self-correct based on new information. The activity encourages thinking and discussion skills and so how pupils work together to improve and make their own choices is clearly evident in this lesson.</p>
<p>Monitoring understanding Adjusting input Questioning</p>	<p>A key and successful element of this lesson is when you realise that the children are learning lots and the applying of thinking, questioning and analytical skills is rich. Rather than changing tact as planned to a writing focus task you change and adjust this to allow learners more valuable time examining and applying the skills. This is exactly right as to move away from this would have moved away from the intended learning outcomes of the lesson. They are still engaged and need more time on this hands-on activity. Your adjustment was based on responding effectively to the pupils needs in the lesson. The writing activity will be a useful follow up but would have stopped the natural creativity and learning rich environment if you went ahead with it at that critical stage. Question is focused in this lesson and you use it with scenarios to model what "reliable sources" are.</p>

2.3 Self Evaluation and Monitoring: How does the school self- evaluate history? How does the process contribute to the overall improvement of provision in history?

Continued...



Lesson Observation Page 3

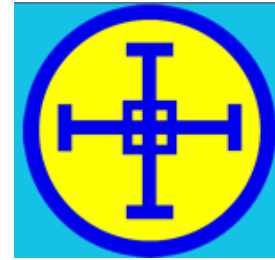
Evidence of SMSC	This lesson highly promotes reasoning, choice and analytical skills. The more practice the children get the more they begin to pose questions of their own to themselves and their peers around them. The children work together co-operatively and in good spirits; they listen to each other and are able to debate and develop thinking skills.
Behaviour, safety and Engagement	Engagement is good. The children's interest is genuinely captured as they examine the sources and are able to fully commit to and practice the skills you want them to use. Noise level at times creeps up but in the main is due to the nature of the activity. You intervene with some children that are losing concentration. You move some groups to the "write up" element of the lesson to draw things to a conclusion as recognise they are starting to lose concentration. Consider when to draw things to a close for some groups- such as your more able pupils- as they would probably benefit from a group conclusion with you as they are starting to repeat themselves and go over things again. They are young and learning new skills so might need your support and intervention to conclude.

<p>Elements which promote effective learning</p> <ul style="list-style-type: none"> Resources are selected to capture interest, make clear teaching points and allow the children to practice and apply the intended skills. High expectations throughout. Pupil talk is rich and opportunities for them to work together, practice key skills and make their own choices are plentiful. You are clear and focused on the skills you want them to practice and apply (critical thinking, questioning, analysing, debating and reasoning) and so select activities well and use questions well. Constantly referring to the skills you are looking for so children know what they have to demonstrate to be successful. You adjust your lesson to match the flow of the lesson, to capitalise on the learning and respond to pupil needs. It is right to change direction and abandon the "letter writing" activity to keep promoting the skills rich learning that you have. Children have the time to practice and apply key skills. Teacher feedback is of good quality and it informs pupil's choices. 	<p>Areas to develop further</p> <p><u>Further develop teacher input to groups.</u></p> <p>As discussed there is an opportunity to support the more able groups to draw their debates and discussions to an end at the end of the lesson. They have worked largely independently and would benefit from your input at the end so that they do not risk losing focus.</p>
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Overall Judgement using Ofsted criteria: Use grades 1 to 4 for judgements	Grade 1
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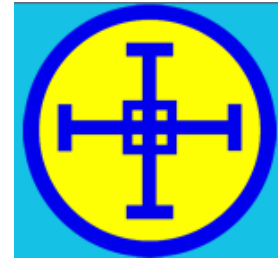
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Continued...



Book Trawls

What we are looking for...	Evidence
Well pitched and precise learning objectives - linked to the 2014 curriculum.	'Use sources to develop an accurate knowledge of Henry VIII as a monarch'. Objectives underpin the 2014 curriculum.
Well chosen learning activities. E.g. source work. Is there evidence of differentiation?	Source work—8th, 10.14 , 20th.10.14 Some differentiation where appropriate, At times there is an over reliance on sheets, which effects the quality of presentation.
Short diagnostic assessment E.g. questions used during marking to assess children understanding. Do these questions include historical terminology?	Questions in some books to develop a deeper understanding and encourage critical thinking. This can be taken further by targeting groups of children each lesson.
Cross-curricular links. A close link between history and literacy, maths and critical thinking, there should be opportunities for art and science too. Does learning make a contribution to children's social, moral, spiritual and cultural development?	Linking targets to literacy, (10.11.14) Remembrance Day slip shows links to RE (11.11.14) Art—sketching portraits, (13.10.14) DT—(20.10.14) Timelines, math links (9.9.14) Geography links aren't always recorded or stated explicitly within planning. Slip showing where cross-curricular links are happening in other subjects Children working together to peer assess work, particularly writing. Some evidence of extended writing.
Understanding of progression—skills based Children are working as historians, not just collecting information about the past; they look for explanations, changes, differences in versions of the past. Are they exploring and investigating rather than receiving information?	Notes in back of books to select and interpret relevant information Children look at a range of sources, asking leading questions to find out information from the past. This often sparks interest in the children who go onto produce work at home about the areas of history they have covered within school.
Is history being made 'real' ? Are they comparing it to today in order to get a clear grasp of the similarities and differences? Are tools such as drama and videos being used to allow children to experience the topics?	Well resourced—opportunity for source work, comparing and contrasting, video links on planning—children are being given the opportunity to 'experience' history
Coverage of history (link to the new curriculum) — area for development from the last book trawl. If history as been taught elsewhere, has it been noted within books?	Wide range of skills covered, particularly source work and interpretations Limited coverage of chronology and only one historical period (due to topic of school).
Outside sources being used to enrich history. E.g. visiting speakers, other agencies and the wider community.	Remembrance Day service shows links with outside agencies and children being given the chance to experience a memorial



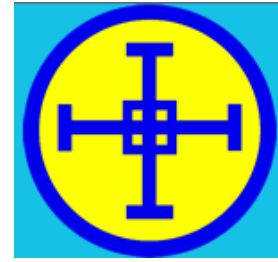
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This is the History Action Plan written by the Subject Co-ordinator and reviewed by our senior leadership team. These are completed at the end of each academic year ready for September, used as a working document to address needs as they arise.

Action Plan 2015-2016 - History					
Action	Who?	When?	Expected Outcomes (aims)	Monitoring and evaluation (check it's happening/know how it's making a difference or impacting on standards)	
Curriculum Focus Review the new whole school planners, both from the children and teachers perspectives, and amend as required	Jaye Tonks and All Staff	Reviewed after each topic has been taught.	The teaching and pitch of skills taught to be appropriate and coverage of skills balanced across the school.	<ul style="list-style-type: none"> Monitor planning and books after first topic has been taught. Questionnaire. 	
Teaching Focus To develop more independent learning in history by encouraging learning outside of the classroom	Jaye Tonks and All Staff	Ongoing through 2015-2016 academic year.	For children to be able to apply their enquiry skills to situations outside of the 'classroom context'	<ul style="list-style-type: none"> Mini archaeological dig site set to go in Forest School - launched September 2015 New resources brought for use outside of classrooms - archaeological dig equipment, metal detectors, artefacts. 	
Achievement Focus For all children, at the end of their key stage, to achieve good or outstanding progress.	Jaye Tonks and All Staff	Reviewed on a termly basis.	A balanced coverage of skills across all phases. Correctly pitched expectations of children at different stages of their learning.	<ul style="list-style-type: none"> Teachers planning, lesson observations, book scrutinizes and displays. 	
Enrichment To make more links within the wider community	Jaye Tonks	Reviewed on a regular basis.	Purposeful, established links to enrich the curriculum that we offer our children.	<ul style="list-style-type: none"> Promote establishments/companies within school Encourage links to be made and maintained with other staff 	

2.3 Self Evaluation and Monitoring: How does the school self- evaluate history? How does the process contribute to the overall improvement of provision in history?

Action Plan Continued...

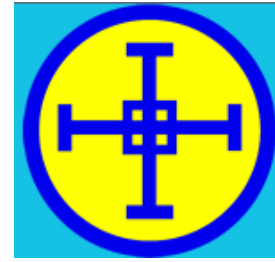


Actions	Timescale	Key Personnel	Expected Outcomes	Resources	Progress Check/ evaluation
To increase the percentage of children working at a greater depth in Humanities.	Monitor termly. Progress checks to meet this action will take the form of: <ul style="list-style-type: none"> • book trawls • pupil conversations • learning walks • Data analysis 	Led by the Humanities Co-ordinator in collaboration with the Senior Leadership Team, all teaching staff, adult support in class and children.	At the end of KS2 at least 85% of children are working at the expected standard. The gap between children with SEN and non-SEN groups will be narrowed. Children will be able to confidently verbalize their learning journey. A greater proportion of children are working at a greater for their year Moderation of progress is consistent across the school. The gap in attainment and progress of children eligible for pupil premium will narrow.	£2000	<u>Autumn Evaluation</u> <u>Spring Evaluation</u> <u>Summer Evaluation</u>

Humanities 2016 – 2017

2.3 Self Evaluation and Monitoring: How does the school self- evaluate history? How does the process contribute to the overall improvement of provision in history?

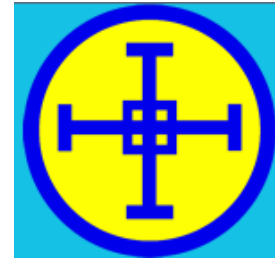
Action Plan Continued...



Actions	Timescale	Key Personnel	Expected Outcomes	Resources	Progress Check/ evaluation
<p>To support staff in ensuring that teaching and learning in both Geography and History is at least consistently good, with more teaching and learning to be outstanding.</p>	<p>Monitor termly.</p> <p>Progress checks to meet this action will take the form of:</p> <ul style="list-style-type: none"> • book trawls • pupil conversations • learning walks • Data analysis 	<p>Led by the Humanities Co-ordinator in collaboration with the Senior Leadership Team, all teaching staff and adult support in class.</p>	<p>Use of the local environment will be used as a vehicle to raise children's awareness of the direct world around them. This will be embedded and consistent practice across all year groups.</p> <p>Teachers will use topical issues appropriate to children's lives when teaching skills.</p> <p>A range of resources, to bring learning to life, will be used to develop enquiry and promote discovery.</p> <p>Children will be become 'historical detectives'. They will ask genuine historical questions about issues, asking questions, researching the evidence, drawing conclusions and communicating the findings in a variety of ways</p> <p>Visits to historical sites and of visitors will enhance teaching and learning in history.</p>	<p>CPD opportunities through the Historical Association and Geography Association.</p> <p>Local environment</p> <p>Visitors</p> <p>Access to electronic resources e.g. via the internet</p> <p>Physical resources linked to the topics.</p>	<p><u>Autumn Evaluation</u></p> <p><u>Spring Evaluation</u></p> <p><u>Summer Evaluation</u></p>

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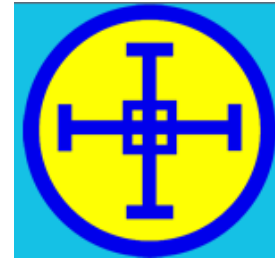
Action Plan Continued...



Actions	Timescale	Key Personnel	Expected Outcomes	Resources	Progress Check/ evaluation
<p>To ensure the assessment system is firmly embedded in Humanities when assessing and tracking pupil progress across the school.</p>	<p>Monitor termly. Progress checks to meet this action will take the form of:</p> <ul style="list-style-type: none"> • book trawls • pupil conversations • learning walks • Data analysis 	<p>Led by the Humanities Co-ordinator in collaboration with the Senior Leadership Team and all teaching staff.</p>	<p>Teachers providing quality feedback to children on how to improve becoming an integral aspect of classroom practice. This will facilitate children's awareness of the progress they are making, areas to develop and the next steps in their learning. Teachers will use assessment to plan next steps in learning and different depths of learning. Good progress in Humanities will be made as gaps in learning will be addressed. Staff will have greater involvement in professional discussions, centring particularly on moderation, to ensure our assessment strategy is purposeful and accurate.</p>		<p><u>Autumn Evaluation</u> <u>Spring Evaluation</u> <u>Summer Evaluation</u></p>

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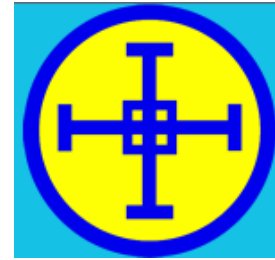
Action Plan Continued...



Actions	Timescale	Key Personnel	Expected Outcomes	Resources	Progress Check/ evaluation
Parental views will be sought to effectively support improvements in the provisions of Humanities.	Monitored termly. Progress checks to meet this action will take the form of: Parental feedback from reports Two stars and a wish feedback slips Informal discussions with parents Views sought through online questionnaires.	Led by the Humanities Co-ordinator in collaboration with the Senior Leadership Team and all teaching staff.	Feedback from parents and guardians is used to make positive change, and thus impact, on the teaching and learning of Humanities across the school.	Online questionnaire via the schools website.	<u>Autumn Evaluation</u> <u>Spring Evaluation</u> <u>Summer Evaluation</u>

2.3 Self Evaluation and Monitoring: How does the school self- evaluate history? How does the process contribute to the overall improvement of provision in history?

Action Plan Continued...



Actions	Timescale	Key Personnel	Expected Outcomes	Resources	Progress Check/ evaluation
<p>The New Curriculum will be embedded securing good knowledge skills and mastery in Humanities.</p>	<p>Monitor termly.</p> <p>Progress checks to meet this action will take the form of:</p> <ul style="list-style-type: none"> • Discussions with teaching staff • book trawls • pupil conversations • learning walks • Data analysis 	<p>Led by the Humanities Co-ordinator in collaboration with the Senior Leadership Team and all teaching staff.</p>	<p>A broad and balanced curriculum of Humanities to be embedded through a wide range of topics covered which are innovative and inclusive.</p> <p>Sufficient time will be set aside to do outstanding History and Geography in line with other foundation subjects. History and Geography will also feature in other areas of the planned school curriculum.</p> <p>A range of enquiry approaches will be used to develop pupils' skills.</p> <p>The planned curriculum will provide a clear path of progression in the key concepts and processes relating to History and Geography.</p> <p>There will be a clear balance of local, national and international issues taught and the design will allow for pupils to make links between these.</p> <p>Effective use of the local context will support children's understanding of the relationship between local and national contexts and knowledge.</p>	<p>CPD opportunities through the Historical Association and Geography Association.</p> <p>Local environment</p> <p>Visitors</p> <p>Access to electronic resources e.g. via the internet</p> <p>Physical resources linked to the topics.</p>	<p><u>Autumn Evaluation</u></p> <p><u>Spring Evaluation</u></p> <p><u>Summer Evaluation</u></p>