

2.1 CPD Programme: How does the school ensure effective CPD in history? What impact does an effective CPD programme in history have on teaching and learning? *As a member of the Historical Association, the school has participated in CPD courses and has actively applied the points discussed to its own approach to teaching and learning.*

Notes from FEAB's attendance at the HA conference

Anna Smith preparing for Linear A level

- Challenges - L6th a dip in motivation and progress
- Awareness of the jump from GCSE to ALevel and the need for L6th exams
- Benefits maturity of weaker students at the end of two years.
- Less post AS exams dip
- Capacity to pace learning according to the class and not just in light of exams
- Making connections between L 6 work and U6 th work

Approach to A Level

- General points - as a department we were a head of 60% of attendees as we have SOW and able to accommodate specialist knowledge to new A2 syllabus
- Structure as a whole school as well as department is important in terms of tracking process and managing awareness of the specification to pupils so they have direction.
- As pupils progress to A2 work the fact initially grades will dip.
- Give time for revision in SOW and regular checking of progress such as spot checks of notes and files.
- L6 exams and U6 mocks
- Having an embargo week in L6 to make progress with course work
- If you take AS call back papers to help teachers
- Use trips and conferences to keep the interest in the two year course.

Michael Ridley how to build an enquiry

- The enquiry we looked at was Delhi Dubar.
- Any good enquiry will enable the class and teacher to challenge different perspectives, engage interest, stretch and add depth.
- In terms of learning accessibility and encourage different learning styles.
- At the end of the enquiry produce a display - the skills involved would be selection of images from their research, writing. Panel - closed focused objective explanation. This closed task forces cry able pupils to keep to the point also the text needs to be informative.

Michael Fordham planning key stage three for GCSE

- The core frame work for SOW
- Chronology, good grasp of concepts, period knowledge and narrative history.
- The basic concept is current SOW, assessments and structure of Key stage 3 learning is out of date.
- He challenge our preconceptions about outcome tasks in order to help students make comparative work, build their knowledge and skills similar to the approach MFL or science departments take.
- Use timelines far more to set context and for revision.

2.1 CPD Programme: How does the school ensure effective CPD in History? What impact does an effective CPD programme in history have on learning and teaching? *PGS is a member of the Trinity cluster, a group of independent schools who meet annually to discuss ideas and developments in the curriculum, plus to undertake joint CPD training. Points discussed contribute to the development and evaluation of the department. These are the minutes from the most recent meeting of History HODs.*

1. New A Level specifications for first teaching from September 2015

- **Handout:** distributed which provided an outline of 6th form courses chosen (updated version enclosed) and whether schools were taking AS exams or not. Interesting to note the variety of different approaches adopted in terms of courses – IB (2 schools), Pre-U (2), AQA (5), Edexcel (6) and OCR (6). 10 schools will be taking AS exams next summer – 9 schools will be following the linear approach. Differences outlined in how many unit/papers for each exam board: AQA has only 3 courses in contrast to 4 for OCR & Edexcel.
- **Resources:** difficulties with textbooks being ready in time for September, especially for History as publishing dates are continually being pushed back. Pearson has placed some materials online for Edexcel, albeit in draft form (e.g. Route E and F) & printing is rather problematic. Hodder is promoting e-books but only for the most popular topics. Possible to email OCR for existing textbooks. Understandable concerns expressed re managing budgets during these times of transition.
- **Numbers:** Similar to the HMC Cluster group most schools reported that their numbers had remained relatively consistent so offer of a linear A-Level had not had a significant detrimental effect. Indeed some expressed doubts over whether pupils know it is linear or not. Some concern (Alleyn's) expressed that potential medical applicants were not so keen to make History their 'fourth' A-Level given the two year requirement needed. Indeed a few schools reported evidence that their Politics numbers were up (perhaps linked?) where of course AS results are available.
- **AS Exams?** It was clear that for the most part individual departments had been expected to follow school policy on this issue. Some concern expressed that the absence of AS results may hinder university applications though Professor Phillips assured colleagues that A-Level predictions remain the priority. Cambridge have been very public in their comments on AS results and along with some other universities will require a transcript (not totally clear what form this would take i.e. a set of internal results or actual photocopies of papers!) from those schools where AS examinations are not taken which is 9 of the 19 schools represented. Alleyn's mentioned that there is also the issue of whether we (in schools) mark harshly for internal exams generally: will this need to be reconsidered? Nonetheless several colleagues expressed delight that AS examinations have gone whilst frustrated that given the current transitional mixed economy some teaching time will still be lost.
- **EPQ's:** fairly popular though carried out in a variety of forms – probably 60% of schools represented do EPQ's (or their own versions). Professor Phillips suggested that one of these could sway a decision of university if a candidate was 'on the fence'. i.e. Universities are positive about them.

2. New GCSE syllabus for first teaching from September 2016 – agenda item raised by Whitgift

- *IGCSE's*: continue to increase in popularity, 10/19 schools represented will be taking them by Sept 2015. Thinking is that IGCSE is easier but also a fairer mark scheme compared to OCR. Results seem to improve dramatically with departments that move to IGCSE. Feeling that that *IGCSE* would offer less hoop-jumping in terms of how they phrase questions. Suggestion that some of the brightest pupils were not rewarded with 'domestic' GCSEs.
- *New GCSE*: Some positive comments about the range of history that will come with the changes to GCSEs, but uncertainty about how the pupils will react. Question from Professor Phillips: thoughts on medieval history coming into GCSE? Suggestions (Emanuel, Portsmouth Grammar) that perhaps pupils are not yet ready for it. Others (e.g. Kingston Grammar) looking forward to teaching it at GCSE. Resourcing medieval history teaching is problematic (both at GCSE & indeed currently at KS3): could universities push for better resourcing for this level. RGS commented that schools not in Trinity Group may be more used to the thematic approach & maybe there are resources out there already for the medieval period.
- *Flipped Learning*: Caterham suggested that this will remain popular for a few years and will be expected by SMT. Delivered in bite-size chunks, it can work – related to discussion of how university *depts* can help. Professor Phillips discussed the extent to which Historical Interpretations being introduced by historians (via universities) into GCSE would be useful e.g. talking heads type approach. Again this would be fine if a bite-size approach was followed (e.g. BBC style)
- *History Extension*: Brief conversation around what various schools (Brighton College, Alleyn's, Dulwich, *KCS Wimbledon*) do for this. Talks, pupil-led discussion groups.
- *Key Stage 3 approaches*: some schools entertaining the idea of going with a breadth/depth thematic approach as opposed to a chronological approach. Brighton teach year 7 and 8 'Story of Our Time' which incorporates teaching a time period from a historical and geographical approach working together.

4. Technology in History lessons

iPads in History lessons:

- Portsmouth Grammar asked whether History departments have found them life-changing in *lessons*? General agreement that they can be good as a research tool or for use of *ebooks*. Some apps work e.g. *Nearpod* (<http://www.nearpod.com/home.php>), *Explain Everything* (<https://www.youtube.com/watch?v=b00ZeszvjP4&safe=active>) but there is a general feeling that there is a very limited range of good History apps at present. A possible exception is in American History e.g. Ken Burns, <https://itunes.apple.com/gb/app/ken-burns/id723854283?mt=8>) Apps have some very good
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stuff. iPad use obviously dependant on teacher and pupil training, and how good the Wifi is – several colleagues outlined problems in this area. BROD is the route some schools (e.g. Portsmouth Grammar) have taken. Generally speaking iPads appear not as useful for History as for other subjects.

- Brief discussion on VLEs following agenda item from Royal Russell: Firefly is very popular amongst schools used mostly for ‘front-end’ delivery of resources to students.

5. University applications – not discussed.

6. Overseas trips:

- St Dunstan’s asked where schools were heading on history trips. Some ideas shared - 2 companies recommended – Key State History Tours and Anglia (though a little expensive but guides know their stuff). Portsmouth Grammar impressed with their recent visits to the Baltic States.

7. AOB

- A reminder to tell our pupils/students to not write outside the margins on exam scripts as exam boards do not scan that bit in.
- Revision conferences- any suggestions?: Premier and Sovereign
- How many mark common entrance exams? Discussion around problems with this.
- Colleagues expressed their thanks for the two talks on the Crusades and the Black Death.

2.2 Organisation and Management: What structures for organising and administering history are in place? *There are effective responses to national changes in curriculum, raised in internal department meetings, as seen below with changes to GCSE and A Level.*

New GCSEs: SL indicated that it was very likely given current government guidelines that we would probably want to switch our Modern World syllabus to IGCSE from September 2016 due to government guidelines ie 40% minimum British content, distinct periods of history needing to be

studied. No specifications had yet been produced by exam boards and with a possible change of government who knows, but was the current state of play he felt. The future of the SHP course was unclear and it might be feasible to offer the new GCSE vcourse as an alternative to any IGCSE modern World course. SL was keen to offer PGS pupils a range of options with GCSE history – the increased uptake at SHP history (19) among current Y9 was he felt proof that a choice of options was viable/welcomed among pupils.

A Level syllabus choice for September 2015: SL asked colleagues individually for their thoughts and reflections on AQA/OCR/pre-U. The unanimous feeling was that pre-U would be the best course academically and subject-wise to teach but that it carried too many risks and might prove a struggle for some weaker pupils. Was it better to have potentially better results or a better preparation for university? It would also place both the subject and the school out on something of a limb within the Trinity Group, and might affect recruitment internally as being seen as too challenging. AQA was seen as having uninspiring content though its individual study was preferred to that of OCR. The course had only just been approved by OfQual and no specimen papers appeared to exist. OCR was viewed as having better content, though also carried the issue of previous unsatisfactory marking (though it was noted that other TG schools complained about AQA too) and an extra exam. SL felt the specimen papers had a better format than the current course, and LCR was hoping to carry on with examining for OCR (team leader?). In a non-binding straw poll, 3 favoured OCR, 1 AQA and 2 had no preference. SL said he would go away and reflect further and thanked colleagues for their contributions.

Subsequent note: SL decided in the end we would stick with OCR at least in the first instance..

2.3 Self Evaluation and Monitoring: How does the school self-evaluate history? How does the process contribute to improvements? *Each year, the department produces a development action plan, in line with guidelines from the SMT. It includes a review of recent GCSE and A Level results, as well as action plans for proposed syllabus changes. This is the most recent example.*

PGS DEPARTMENTAL REVIEW AND AIMS 2014-15

PLEASE REFER TO GUIDANCE NOTES

Department Name: History and Politics	
HOD: S Lemieux	Members of department: SL, FEAB, ASOC (on maternity leave for some of 2014-15), PWG, LCR, NDG, RJH, RHC and DJF
REVIEW OF AIMS FOR THIS PERIOD	
<p>Academic (results and recruitment)</p> <p>Implement new approach to AFL using special departmental stamps in Y7-9 to improve quality of feedback to pupils and offer opportunities for pupil feedback Achieved</p> <p>Maintain positive value added scores for all public exams and exceed ALIS predictions</p> <p>Secure two Oxbridge places for History/Politics Achieved 2 places secured for HSPS at Cambridge</p> <p>Maintain high recruitment levels in Y9 with a target again of a two thirds uptake: Missed, percentage uptake just below 60% though mostly the 'right sort' of pupils. An ongoing challenge</p> <p>Maintain A Level History/Politics and IB History numbers: Achieved: large numbers signed up across the board eg nearly 50% of anticipated IB entry ifor September 2015, record numbers for Politics (32 at time of writing)</p> <p>Academic (Teaching and Learning)</p> <p>Successfully implement new strategies for improving AFL (Assessment for Learning) especially in Y7-9 Achieved largely – work scrutiny confirmed this overall</p> <p>Maintain high quality of graded observed lessons with nothing less than Good Achieved including observations from outside the department. Elements of Outstanding frequently awarded especially for teacher's contribution to learning</p> <p>Creation of revision podcasts Not achieved, not sure how relevant this will be to pupils given other material out there</p> <p>Increase use of Twitter to enhance pupil awareness/interest of the wider aspects of both subjects Achieved</p> <p>Increase use of iPads as teaching tools Ongoing, used extensively by a few colleagues, some frustrations remain with reliability of wi-fi connections.</p> <p>Focus on pupil <u>organisation</u> of work, quality of marking <u>etc</u> for work scrutiny Achieved but still obviously ongoing</p> <p>Select new A Level History course Achieved</p> <p>Personnel</p> <p>Support and mentor Dan Frampton successfully with a view to enabling him to achieve QTS within an appropriate Timescale Ongoing – DJF beginning formal path to QTS in September 2015 after very successful initial year</p> <p>Co-curricular</p> <p>1. Run safe and successful trip to Lithuania, Latvia and Belarus in Easter 2015 Achieved</p>	

2. Run larger scale trip to the Chalke Valley History Festival for Y12 **Not achieved** (trip not allowed by SMT as too close to Enrichment Week)
3. Run optional Y7 trip to see Battle of Hastings re-enactment in October 2014 **Achieved**
4. Run Y9 trip to Bovington Tank Museum as an alternative to the Ypres trips **Achieved** and will run again in Feb 2016
5. Raise profile/numbers for Junior History Film Club **Achieved** largely thanks to Adam Southey

Resources and fabric

1. New display boards for M5 **Not achieved**
2. Secure additional office space due to personnel changes and additions **Achieved** (3009 used by RJH and PWG)
3. Investigate redecoration of 3025 **Not achieved** but Maintenance aware

'Bonus features'

May 2015 election night sleepover for Y13 politics pupils

School wide mock election

Winning the PSA national video competition

Setting up Monday history clinic for Y7-11

Analysis of results in public examinations

Headline figures and outcomes

A Levels in both subjects above school average: History 100% A*/B and 74 % A/A*

Politics 100% A/B and 61% A*/A

A first (in my recollection of A Levels) – 100% A/B pass rate in both subjects

Positive VA for both A Level History (+0.3) and Politics (also +0.3), both are also improvements in terms of VA from last year

IB students all achieved 7s and 6s with the exception of 1 Grade 5, and results improved upon last year's. Some VA achieved using ALIS scores

GCSE results just above school average for A*/A at over 69%, A* percentage held up well at just over 30%

Top performing A Level arts pupil () secured 2 of her 3 A* grades in the department's subject

No significant variations between sets/teachers. Suggests general consistency of learning/teaching outcomes within the department. All colleagues will have pupils in their sets who they can feel pleased with the final grade result

Individual successes

A number of pupils showed very impressive achievements.

In the Sixth Form, a selection of impressive performers includes:

- 2 A*'s from a fairly solid GCSE base, v.g VA achieved
- as mentioned above
- A in History and B in Politics from a weakish GCSE profile, and on AEN register
- both Bs again from a relatively weak GCSE performance
- turned a lowish C after AS, to an A at A Level
- a low C after AS to a mid B at A Level

At GCSE:

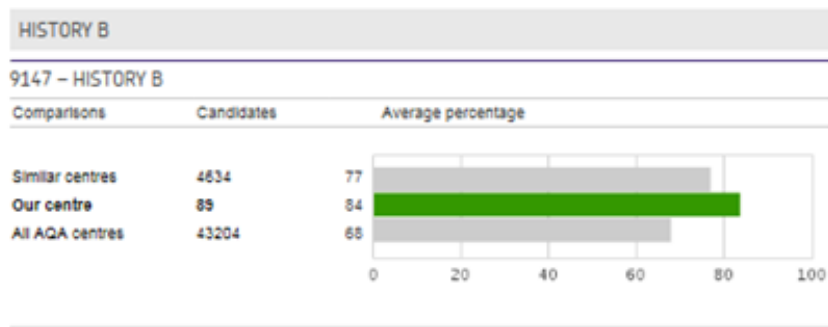
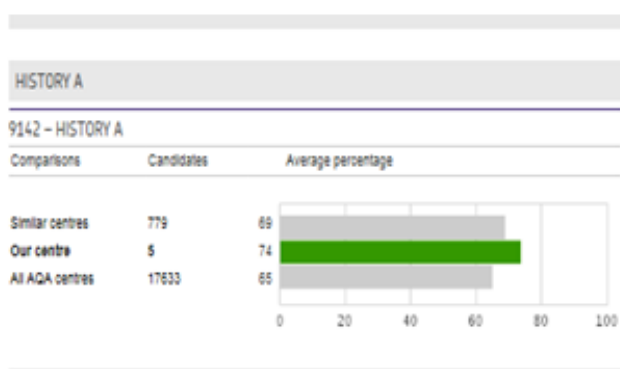
Most pupils improved substantially from Y11 mocks

24 A*'s to 27, 19 A's to 35, 32 Bs to 21, 7 C's to 4, 7 D/E/F to 2

Some pupils improved by 2 grades from their mock result

How we compare nationally

While the VA scores are a good indication of how well pupils have performed, AQA also produces data which enables some comparison with other schools including other independent schools and while only showing a raw percentage, nonetheless give a good indication of how our pupils perform in GCSE History and A Level Politics compared to other schools both state and independent who also sit those exams with that board. They reflect positively on our pupils and teaching as shown below from these graphs which refer to summer 2015



(Politics figures omitted from this document)

Causes for concern/alarm

The marking of some papers especially this year the AS LM History was extremely problematic and bewildering. The initial rank order seemed out of kilter with teacher expectations and timed practice papers, and quite a number of pupils received Ds and even Us. Subsequent appeals have generally brought considerable upgrades on occasion unprecedented eg a U to an A and a U to a B, and Ds to B. Seven appeals to date have been successful on this paper and the department is optimistic that a full cohort re-mark with risk will be provided. The A2 coursework also proved a cause of some concern as we were moderated down again albeit not by a vast amount mainly at the top end, and the raw mark then reduced further by the UMS converter. This is despite last year's moderator's report suggesting we could have been more generous in our marking. SL knows of other schools this year where this has happened with OCR. By contrast, the important A2 Themes paper (which comprises 30% of the final A Level mark saw large numbers secure the top grade and a few cases of full marks. This was true for both EM and LM History. The Politics marking appeared more consistent though AS GOVP1 was a bit harshly marked, while A2 GOVP3 saw consistently high marks which contrasted somewhat with a bigger spread of marks for GOVP4 which is of equal difficulty and has an identical structure.

At IB, the results were good rather than stellar but in line with realistic expectations. did well to secure her 6, perhaps a bit unlucky not to make a 7 and 5 was a fair result. Paper 2 proved the trickiest and the IA was also moderated down though by less than last year. Both have attended training on the new history syllabus, and the current Y13 cohort is a pretty strong one so some 7s are expected. In the EE, it was good to see essay on King Alfred awarded an A grade.

At GCSE, the picture was clearer and more consistent. The rank order was very much in line with teacher assessment with achieving a perfect UMS score and other very able pupils not far behind, while consistently weak/struggling pupils were at the bottom. To date, six appeals (out of seven) have yielded final grade improvements, all following a re-mark of Unit 1. This was the first year of a revised Controlled Assessment module, and no change (and no written feedback!) was received for the MW sample. The small SHP set achieved relatively low raw results but this was entirely in line with expectations, it having always been an 'odd set'. In one case the top grade was missed by his refusal despite full support/intervention, to complete his CA properly, a reflection of how sometimes pupil underperformance is the direct result of a pupil's refusal to accept the help and guidance on offer. The parents were made fully aware of the situation.

Concluding thoughts

In essence, the department's confidence in the ability of exam boards to mark at a consistently fair and expected level remains slight especially in History. Ironically, justice is normally achieved in the end as a glance at the final results/VA shows, but the route is often tortuous and littered with a few understandable tears/concerned parents along the way. Re-sits offer a valuable opportunity to improve the chances of a high final grade for some pupils (both as a wake up call, and sometimes to be on the receiving end of a more sensible/generous marker) and the move to linearity therefore poses some very real challenges. Alas, there are no other options open, and at least politics is in the final tranche of subjects moving over.

So, behind the genuinely rosy highlights, some excellent results for many of our pupils, and much hard work by colleagues (revision sessions, clinics, effective feedback etc), there remain challenges and issues most of which are largely beyond our control. There is no guarantee a switch of exam board would be a panacea, and the syllabuses are less attractive too.

Analysis of achievement in Years 7-10 and Year 12

The internal results produced as might be expected a wide range of results from pupils but looking at class averages and individual results SL is confident there are no serious general issues with the quality of teaching across the department. In years 7-9 class averages have been calculated for each class and the results were:

Y7 averages ranged from 63% to 70%

Y8 averages ranged from 51% to 62%

Y9 averages ranged from 58% to 68%

In Y10 a worryingly large number of individuals secured D grades or below and the weakest have all sat re-sits which in some cases has led to worthwhile improvements, but there remain a handful of more stubborn cases. SL has fed results home to parents and the pupils concerned are being dealt with individually ~~eg~~ required to attend clinic, liaison with AEN department.

Y12 IB results were all largely good with a large number of 6/7s, and the weakest results being attended to pastorally

ANALYSIS OF UP TO THREE OTHER ASPECTS OF DEPARTMENTAL REVIEW

Recruitment

This remains a high priority for the department especially from Y9 into Y10 and we are aware of the challenges in a crowded 'market'. Hopefully re-vamping the Y7-9 syllabus slightly will enhance the appeal of the subject.

Results in public exams

These require ongoing monitoring. We are particularly anxious to 'nail the demons' of IB LA and A2 History coursework. Summer 2014 brought some relief with Y13 A Level coursework ironically commenting if anything we were a little too harsh.

iPads

We are keen to explore the possible ways by which iPads could improve the quality of teaching and learning by pupils especially in Y9 and 12 but are clear that they are only a helpful supplement to more traditional teaching methods. The use of ~~ebooks~~ is seen as having particular possibilities.

STRENGTHS AND RELATIVE WEAKNESSES

- Strong public exam results at Y13 and Y11
- No significant variations in results between classes to indicate variability in colleagues' effectiveness in achieving positive outcomes for their pupils
- General stability of staffing, good mixtures of approaches, specialist skills and topic enthusiasms
- Strong co-curricular provision of both trips and societies
- Contribution of colleagues to the subject beyond PGS e.g. public exam marking (LCR), leading CPD workshops/contributing to student conferences (SL/NDG) and published articles (SL/NDG/RJH)
- Willing to embrace new challenges e.g. aiming for HA Quality Mark accreditation
- Strong record of university entrance for History/Politics/IR (second only to Economics/business in 2015)

- Challenges/stress caused by unpredictability of exam board marking
- Recruitment for GCSE
- Getting AFL to work effectively in enhancing learning

AIMS AND SUCCESS CRITERIA FOR THE COMING YEAR, INCLUDING ONE THAT RELATES TO WHOLE-SCHOOL AIMS

Academic

Maintain positive VA in all public exams and exceed ALIS predictions

Secure three Oxbridge places for History/Politics

Refine AFL policy refining it to a few selected pieces of work each year for pupils to feedback on

Adopt new IGCSE/GCSE syllabuses for September 2021/6, ideally maintaining a choice of syllabuses

Improve GCSE recruitment

Re-structure SOW for Y7-9

Ongoing successful implementation of iPads in some lessons, and especially Google classroom

Use 'Pre-Chewed Politics' flipped lesson resources for A Level politics

Successful delivery of new A Level courses

Apply for and achieve History Association Gold Standard Quality Mark accreditation

Personnel

Effective support for DJF as he embarks on working towards QTS status over 2 years through mentoring and careful monitoring of his overall workload

Co-curricular

Run extended Y9 trip to WW1 battlefields to include the Somme alongside existing offerings in February 2016

Run successful trip to Budapest at Easter with Business and Economics Department

Run successful Family History trip to Ypres for Y5-8 in December 2015

Resources and fabric

Major focus on display work and tidiness/condition of classrooms

Make effective use of new sub-divided classroom 3019

PLEASE ENSURE ALL DEPARTMENTAL COLLEAGUES SIGN BELOW

Name:

Date:

HOD SIGNATURE

Name: S Lemieux

Date: 6/9/15

2.3 Self Evaluation and Monitoring: How does the school self-evaluate history? How does the process contribute to improvements? *Staff often attend CPD, INSET and networking days organised by exam boards and other organisations. Findings are fed back to the rest of the department through internal meetings.*

Feedback from OCR network event (LCR) and Philip Allan CPD for A Level History (RHC):

LCR: all History exams were now marked online, OCR were keen for markers at both A Level and CIE IGCSE, OCR were confident that the marking/admin process would be smoother and speedier this year (we'll see!)

RHC: The school had made the right decision re AS as the papers looked harder than for the full A Level. Her impression from the speakers was that new exams if anything looked easier based on the exemplar material. The reduction of marks from 50 to 20 might lead to 'clumping' and it could be harder for pupils to really excel. A couple of teaching techniques were also shared: the silent debate and a pro forma for marking that incorporated elements of AFL; she would trial these with her classes.

2.4 Support of Staff: How effectively does the subject leader support specific staff? *The Head of History regularly observes, monitors and supports teaching and learning through lesson observations and assessments. Teacher One is currently training for their QTS.*

Excellent

Lesson Observation Form

1. Pupils are helped to develop a secure understanding of their subject and make rapid progress overall.

Teacher: Teacher 1	Observer: SL	Date: 3/12/15	Period/ Year/Group/ Subject Period 8/ 7U/History	No of boys: 13 No of girls: 11
Lesson context (eg details of any AEN, AG&T pupils, EAL, how well you know the class, what has been taught recently): None			Focus on Thomas Becket – martyr or troublemaker?	
Lesson focus nominated by teacher (eg the topic of the lesson and any particular skills, knowledge and understanding to be developed)			Interpretations and PEE structure	
You may find the prompts and the grade descriptors overleaf helpful in commenting on pupils' learning and achievement and your/the teacher's contributions to their learning. Specific examples from the lesson and your comments on these should lead to an overall judgement on how well the focus is met.				
Learning and achievement of <u>pupils</u> during the lesson. Please comment on how well the focus has been achieved				
Teacher's comments Pretty happy with learning- would perhaps change a couple of instructions to aid speedy uptake of task for lower ability. Would like to spend longer on tasks to develop ideas of class through discussion			Observer's comments Positive learning environment Some pupils make effective notes, though some struggle a little All pupils understand and undertake sort task well. Read out examples of PEE paragraphs shows some very good learning has taken place	
Contribution of the <u>teaching</u> during the lesson. Please comment on how well the focus has been achieved				
Teacher's comments Pleased with essays students have written in resulting lessons, especially improvements in PEE structure. Effective learning seems to have taken place.			Observer's comments Good formal start to the lesson Effective use made of relevant video clip (but instruction to 'make notes' is a little imprecise) Evidence of full and thorough marking seen in exercise books Ensures pupils remain on task for sort exercise Lively and encouraging presence in class; not bad for Period 8 towards the end of a long term!	
Professional dialogue summary (points communicated or emerging in discussion):				
Strengths (up to 3): 1 Use of '5 minute lesson plan'. Worked well and easy to follow. Lesson well planned and delivered with customary enthusiasm 2 Clarity of explanation 3 Pace and variety of activities			Areas for development (up to 3): 1 Clarify instructions for notetaking 2 Consider opportunities for extension work 3 Spend a bit of time/pause to look at more problematic/ambiguous issues when going over sorting exercise to allow more pupil debate and discussion (not easy in a 35 minute lesson though)	
Signed: Teacher One Date: 11 th December 2015			Signed: Simon Lemieux (Observer) Date: 4/12/15 This form should be submitted, by hand or electronically, to the Deputy Head (Academic) within 24 hours of signature	

<ol style="list-style-type: none"> High expectations of pupils' work are evident throughout the lesson and in marking. The flair and enthusiasm apparent proves infectious and sparks endeavour and interest in the pupils. Resources such as books, internet and computers are most advantageous in support exciting approaches to learning. The teachers know their pupils' capabilities and adapt teaching well to meet their differing needs. Teachers are highly effective in building on previous learning and helping pupils overcome difficulties. Marking and assessment are productively focused on guiding improvement and ensure that pupils have a clear understanding of their strengths and areas for development.
<p>Good (use this section as a benchmark. Key teaching points are shown in bold and <i>learning/pupil related responses are in italics</i>.)</p> <ol style="list-style-type: none"> The teaching is effective <i>in capturing the pupils' interest in their work and secures good progress.</i> (ie there is a sense of purpose/praise/presence/interaction/clear learning intentions/group work) Good subject knowledge is an important factor in ensuring work is <i>suitably challenging</i>. Resources such as books and ICT are used well <i>in support of the pupils' learning</i>. The teacher makes good use of assessment (questioning and marking) <i>to learn about the pupils' capabilities</i> and this enables her/him to set <i>appropriately high expectations for all pupils</i> and to plan suitably demanding work. Teachers are <i>successful in matching work to individual needs (eg AEN, EAL)</i>, paying close attention to the specialist guidance provided.
<p>Sound</p> <ol style="list-style-type: none"> Weaknesses are not widespread, so that overall pupils show interest in their work and are enabled to make progress in line with their abilities. Teachers have sound knowledge of the subjects they teach. Teachers make reasonable use of resources, including ICT. The teachers' expectations of the pupils are appropriate on most occasions but are too low at times and/or for groups of pupils. Work is suitably planned and the lesson runs smoothly with adequate use of time but little sense of urgency. Assessment and marking vary in quality but are used to encourage pupils and generally help to improve the quality of pupils' work. Teaching has a modest impact on individual learning needs, of those with AEN or EAL.
<p>Unsatisfactory</p> <ol style="list-style-type: none"> Teaching has shortcomings and demonstrates low expectations in not making good use of time. Teaching does not support significant groups of pupils, for example those with particular learning difficulties. Marking is perfunctory, and does not do enough to help pupils improve the quality of their work or provide sufficient challenge to those who need it. Subject knowledge is sufficient but shortcomings occur when teachers are working outside their specialism. The teacher has insufficient rapport with the class. The teacher does not maintain a suitably high standard of classroom behaviour. Teachers are not properly informed about pupils' needs and leave the learning support department to provide all necessary support to them.

Please use these grade descriptors to assess your lesson

Please use these prompts to assess your lesson

Learning and achievement of your pupils during the lesson.	Contribution of your teaching during the lesson.
<ul style="list-style-type: none"> progress made by all pupils, according to their needs (eg EAL, AEN, AG&T) improvement of pupils' subject knowledge and understanding and skills during the lesson Which pupils ask/answer questions Who learns in individual and group work The types of questions pupils answer What pupils write Pupils' literacy and numeracy (including presentation and SPaG in written work) Whether pupils demonstrate that they know how to improve 	<ul style="list-style-type: none"> Quality of planning Whether the teacher identifies the needs of pupils (eg gender, minority groups, EAL, AEN AG&T) before the lesson and responds to them The impact of what the teacher says The type and level of challenge of questions asked of all pupils Whether the teacher succeeds in ensuring progress Whether the teacher checks the progress of pupils throughout the lesson Whether the teacher adapts teaching accordingly The teacher's subject knowledge and understanding The teacher's literacy The teacher's relationship with pupils Room lay-out and impact on learning SMSC (spiritual, moral, social and cultural provision) Use of ICT

2.5 Status of History: How is the high status of history reflected within the school and beyond? *These three examples of parent feedback show the faith which parents have in the excellent teaching evident in the History department. Parents clearly recognise the support teachers give to ensuring their children's success, from providing a strong framework for developing historical skills in Years 7-9, through to guidance with university applications. The third example is from a parent of the Junior School who recently participated in a trip with her child, open to junior and senior pupils. It shows the ability of the History department to bring the entire school community together.*

Dear Dr. Galliver and Mr Lemieux,

We would like to thank you both for all the extra help, and time, you have given Anna in the application process which has led her to being offered a place at Queens' College, Cambridge to study History. She is delighted, as well as being relieved, and is already looking forward to taking up her place. We now just need to keep her feet on the ground and I'm sure she will be successful with her finals.

Thanks again!

[in response to a written pupil progress review, sent by email from the Head of History]

Dear Mr Lemieux,

Thank you for your email. I am delighted to hear it. I have enjoyed watching Corin develop as a historian over his time at PGS, and I have been impressed by the engaging and rigorous way in which the methods and skills of history are taught at the school.

Dear Mr Lemieux,

I hope you had a wonderful Christmas and New Year celebration. It is nearly time to go back to school and I wanted to send you a quick email to say how wonderful we found the trip to Belgium. Thank you for all your efforts at making it a wonderfully informative and interesting weekend. We found the whole weekend brilliant. Thanks to you and Miss Jennings.

Here's hoping for a successful 2016.

2.5 Status of History: How is the high status of history reflected within the school and beyond? *Each November, the History department organises a lecture on the themes of war and remembrance. As one of the most significant extra-curricular events in the school calendar, it has received exposure in local media (see below), and is linked to an annual concert organised by the Music Department. Both are attended by important local figures, representing the council and cathedral amongst others.*

'We will remember them'



**Gallipoli 1915:
Myths, Legends and Facts**

Professor Carl Bridge
King's College London

Thursday 12th November
7.30-9pm
DRT



Published: 14:32
Thursday 06 November 2014

Portsmouth lecture will mark 100 years since start of war



A LECTURE to mark Remembrance Day will take place tomorrow.

The 'We Will Remember Them' lecture is at Portsmouth Grammar School and will reflect on the impact the First World War had on independent schools.

Almost 1,000 former PGS pupils were known to be serving in every armed service by 1916.

Of the five teachers who served, two did not return and four sets of brothers were among the dead.

Sir Anthony Seldon, a political historian and commentator on British political leadership, will be a guest speaker.

The lecture is at 7.30pm.

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comments



**HAVE
YOUR SAY**

Remembrance concert will mark Gallipoli 100

 Charley  24th Apr 2015  Add your comment



Portsmouth Grammar School's (PGS') annual remembrance concert this year will mark the centenary of the ill fated Gallipoli campaign in modern day Turkey.

The event will be exploring new work by Australian and New Zealand composers written especially for the concert alongside other music by composers from England. The concert will also feature Haydn's monumental *Mass in Time of War*.

Sam Gladstone, Director of Music at PGS, said: "We are delighted to be welcoming Graham Ross, Director of Music at Clare College Cambridge, to direct the PGS Chamber Choir for the choir. Graham Ross has been a leading figure in national musical commemorations of Gallipoli this year."

The concert will include three short commissions commemorating Gallipoli, two by Australian choral composers Gordon Hamilton and Stephen Leek, and one by a composer from New Zealand, Andrew Baldwin, who has worked with the English National Ballet.

The concert will also feature Herbert Howells' powerful *Elegy for Viola, String Quartet and Orchestra* (1917) performed by PGS' 6th form pupil Lara Wassenberg, who is also principal violist with Hampshire County Youth Orchestra.

The PGS Chamber Choir will be joined by the school's Associate Musicians, the London Mozart Players, and senior string and percussion players from The Portsmouth Grammar School for Australian composer Peter Sculthorpe's *Small Town* and Haydn's *Missa in tempore belli* (*Mass in Time of War*).

The concert promises to be a memorable and moving occasion as the world reflects on the Gallipoli war.

The PGS Remembrance Concert will take place on Sunday 8 November 2015 from 8:00pm at St Thomas' Cathedral.

2.6 Views of parents and Media: How effectively do the views of parents and media support improvements in history provision? *Parental feedback is taken note of and discussed at length with colleagues in internal department meetings. It produces a positive effect on curriculum development.*

Y9 parents' evening matters; despite it being a long evening for some colleagues, pupil/parental feedback was very positive and recruitment for GCSE should be fine. A couple of parents had raised interesting points. One mother (entirely unprompted) had forcefully queried the general validity of peer marking fully aware that many staff/colleagues at PGS were using it. The comment was duly noted and the school's position briefly explained. Another had asked whether we would be doing anything special to celebrate Magna Carta's 800th anniversary. SI commented that it already formed part of the Y7 syllabus which did mean that additional learning resources would probably be available.

Y8, 9 and GCSE syllabus: as an indirect of a parental comment (not negative) discussion took place on what topics we should teach for GCSE and by implication, what changes might be needed to Y8/9 schemes of work. After due deliberation, the following was agreed:

From next year, Y10 should study Russia 1914-45 and **not** Nazi Germany

The rise of Hitler and Nazi Germany should be taught to all pupils in Y9 (though the issue of PRS teaching aspects of the Holocaust raised potential problems of disconnection)

The Empire (and slavery?) topic should move to Y8

The explorers topic should be dropped from Y8

LCR and RHC to redraft schemes of work for further discussion. **Action: LCR and RHC**