



## Jerry Clay Academy Subject Leader Action Plan

<b>Subject: Geography</b>	<b>Leader: J Karlsson</b>	<b>Date: October 2019</b>
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<p><b>Target 1</b> <b>Priority 1:</b> Leadership and management</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Teachers will plan for skills and knowledge and know where to go for support with this.</li> <li>• Work produced should show a range of work and evidence across Science books and school. (eg: photos, videos, post it notes, range of assessment). Ensure to collect GD examples of this.</li> <li>• Is there fieldwork? Where is the evidence of this?</li> <li>• Ensure school has resources available for staff if needed to teach Science units to a high standard.</li> <li>• School leaders know about the quality of teaching and learning outcomes for children through the range of assessment types shown in lessons and books.</li> <li>• Share outstanding practice across the school.</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Display monitoring – what do these look like? Good examples?	JK	Autumn 1 Continue this throughout Autumn 2	Cameras	
Monitor planning across year groups	JK	Autumn 1 onward	-	
Book scrutiny	JK	Autumn 1 onward	Year group topic books	
Subject evidence folder	JK	Ongoing	-	
Collect feedback on visits throughout the year and rebook/book new for next year.	JK	Autumn 2 onward		
Feedback given to governors at end of year meeting.	JK	Summer 2		
Field work to be carried out by year groups. Check planning for this.	JK/staff	Autumn 1 onward		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<p><b>Target 2</b>  <b>Priority 2:</b> Quality of Education</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Topics will be embedded throughout the year , ensuring a range of themes are covered. (what are teachers using to plan from ? Are skills being planned for, as well as linking with curriculum? )</li> <li>• Staff will have a clear understanding of how to teach the subject in an interesting and engaging way to allow more children to work at 'Greater Depth' within the subject.</li> <li>• Ensure learning objectives and success criteria in lessons show use of skills to support learning</li> <li>• Develop vocabulary in classes and in books</li> <li>• Develop teaching of locations thoroughly so children can participate in Geography Bee</li> <li>• Photographic evidence of any resources or artefacts used, workshops carried out or trips to show how they have supported current learning and to contribute towards non written assessments.</li> <li>• Teacher feedback and marking will be specific to skills</li> <li>• How do teachers know they are working at GD? Use <i>simple</i> assessment system that outlines skills from Below Standard to Greater Depth.</li> <li>• Ensure that Geography is linked well to real life and embedded in the curriculum.</li> </ul>
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<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Monitor planning	JK	Autumn 1 onwards		
Develop vocabulary document for staff to use	JK	Autumn term onwards		
Observations	JK	Spring		
Book looks	JK	Autumn 1 onwards		
Pupil voice to assess enjoyment and understanding	JK	Spring 1		

**Evaluation (impact on learning and progress) (Who? How? Reported to?)**

<b>Target 3</b> <b>Behaviour and attitudes</b>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>Analyse and assess self, peer and critiquing to ensure children are making progress towards next steps in Geography.</li> <li>Use of a range of formative assessment in lessons to challenge and extend children's learning – pre planning may support this and guide direction of coming lessons.</li> <li></li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Monitor planning	JK	Autumn 1 onwards		
Observations	JK	Spring		
Book looks	JK	Autumn 1 onwards		
Pupil voice to assess enjoyment and understanding	JK	Spring 1		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<b>Target 4</b> <b>Personal development</b>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>Geography Bee to heighten engagement and enjoyment</li> <li>Strengthen links within the community – make links with visitors into school and ask teachers where they can see opportunities to undertake fieldwork outside of school. Can we make links to promote this?</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Create links with visitors for year ahead – look at class topics to see where this would fit.	JK	Autumn 1 and onwards		
Spelling Bee. Liase with TP and Geography Bee coordinator Johnny Walker for organization.	JK	Autumn 2 twilight onwards	Other schools	
Heighten Geography on Twitter	JK/Staff	Autumn 1 onwards		
Ensure this is happening through book looks, observation, staff meeting and coordinator notices.	JK	Autumn 1 onwards		
Pupil voice	JK	Spring onwards		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

