



Jerry Clay Academy Subject Leader Action Plan

Subject: History	Leader: Katie Firth	Date: 10.11.2020
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<p>Target 1: Priority 1: Leadership and Management- Analyse and assess self, peer and critiquing to ensure children are making progress towards next steps in history.</p>	<p>What will success look like? School leaders know about the quality of teaching and learning outcomes for children through the range of assessment types shown in lessons and books.</p> <p>Subject Leaders knowledge of their area is shared with staff to allow the opportunity for outstanding practice across the school.</p> <p>Staff will allow children to have access to a variety of resources to support their learning throughout History related topics and be able to use these to allow children to make relevant next steps.</p> <p>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.</p> <p>Ensure school has resources available for staff if needed to teach History units to a high standard.</p>
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Action	Who?	When?	Resource	✓
Resource audit	K.Firth	Summer 1	Audit sheet (if applicable)	
Learning Walk	K.Firth	Summer1		
Feedback to teachers at staff meeting	K.Firth	As and when needed		

<p>Evaluation (impact on learning and progress) (Who? How? Reported to?)</p>

<p>Target 2: Priority 2: Quality of education - Continue to embed the curriculum and ensure a balance of historical knowledge and skills is acquired throughout the year.</p>	<p>What will success look like? Lesson planning will show evidence that year group subject statements have been linked to the current learning.</p> <p>Year group statements will be used to show progression through Key Stages and act as a focus for planning</p> <p>Work produced should show use of topical language related to the topics throughout the year</p> <p>Lesson plans should show range of historical themes and that they have been embedded, extended or adapted to suit current learners within the year group.</p> <p>Each topic will have evidence of aspects of History covered using the history year group statements</p> <p>Range of evidence to show children have accessed a range of historical themes throughout the year (eg: photos, videos, post it notes, range of assessment)</p> <p>Tier 2 Vocabulary specific to the subject areas being used on working walls and SMARTS, in success criteria and evidence of this being included in the child's work.</p>			
<p>Action</p>	<p>Who?</p>	<p>When?</p>	<p>Resource</p>	<p>✓</p>
<p>Monitor topic planning across year groups</p>	<p>K.Firth</p>	<p>Autumn 1 Spring 1 Summer 1</p>	<p>Planning on Staff shared</p>	
<p>Book scrutiny</p>	<p>K.Firth</p>	<p>Autumn 2 Spring 2</p>	<p>Year group topic books</p>	
<p>Pupil Voice</p>	<p>K.Firth</p>	<p>Autumn 2 Spring 2</p>	<p>Pupil voice sheet</p>	
<p>Working wall reviewed</p>	<p>K.Firth</p>	<p>Autumn 2 Spring 2</p>	<p>Working walls – taking pictures and placing in file</p>	
<p>Evaluation (impact on learning and progress) (Who? How? Reported to?)</p>				

<p>Target 3:</p> <p>Priority 3: Behaviour and attitudes– To develop an environment where everyone thrives and feels valued. To develop relationships amongst children and increase the independence of our pupils.</p>	<p>What will success look like?</p> <p>Newly revised topics will continue to be embedded throughout the year ensuring a range of themes are covered</p> <p>Use of a range of assessment for learning in lessons to challenge and extend children's' learning. This including peer and self-assessing and other types of critiquing strategies to develop resilience and independence.</p> <p>Ensure success criteria in lessons show use of historical language and tier 2 vocabulary to support learning and accelerate attainment so that a higher proportion of children are working at greater depth.</p>			
<p>Action</p>	<p>Who?</p>	<p>When?</p>	<p>Resource</p>	<p>✓</p>
<p>Check Long term planning of year groups</p>	<p>K.Firth</p>	<p>Autumn 1</p>	<p>Planning on Staff shared</p>	
<p>Monitor topic planning across year groups</p>	<p>K.Firth</p>	<p>Autumn 1, Spring 1 Summer 1</p>	<p>Planning on Staff shared</p>	
<p>Book Scrutiny</p>	<p>K. Firth</p>	<p>Autumn 2 Spring 2</p>	<p>Year group topic books Book scrutiny sheet</p>	
<p>Check Long term planning of year groups</p>	<p>K.Firth</p>	<p>Autumn 1</p>	<p>Planning on Staff shared</p>	
<p>Evaluation (impact on learning and progress) (Who? How? Reported to?)</p>				

<p>Target 4:</p> <p>Priority 4: Personal development – To develop personal health and wellbeing in children and provide all children the opportunity to discover new talents and interests. Also to ensure that all children are prepared for their next steps.</p>	<p>What will success look like?</p> <p>Opportunities in books where children have had the opportunity to develop their own independence through researching and innovative questions being asked.</p> <p>Use of a range of assessment for learning in lessons to challenge and extend childrens' learning. This including peer and self-assessing and other types of critiquing strategies to develop resilience and independence.</p> <p>Next steps in books used effectively to allow children to deepen their knowledge and understanding so that the showcase a deeper understanding and make realistic comparisons to present day.</p>			
<p>Action</p>	<p>Who?</p>	<p>When?</p>	<p>Resource</p>	
<p>Monitor topic planning across year groups</p>	<p>K.Firth</p>	<p>Autumn 1, Spring 1 Summer 1</p>	<p>Planning on Staff shared</p>	
<p>Book Scrutiny</p>	<p>K. Firth</p>	<p>Autumn 2 Spring 2</p>	<p>Year group topic books Book scrutiny sheet</p>	
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<p>Evaluation (impact on learning and progress) (Who? How? Reported to?)</p>				