

**Subject Leader Raising Aspirations Plan**

**Subject: Geography**

**Academic year 2023- 2024**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding | * Monitor planning throughout the year for each year group; ensuring lessons are covering key concepts and skills as set out in the EYS curriculum and the National Curriculum. * Monitor the foundation tracker each term and end of term data. |
| 1. The quality of education   (Teaching, Learning and Assessment) | * Buy Oddizzi and support staff with use as tool for supporting the delivery of Geography lessons * Digi maps –training video – give link to staff and support with use * Ensure skills and knowledge are being taught and applied in lessons (not just being taught facts but applying that knowledge to tasks ) |
| 1. Personal Development. Behaviour and attitudes | * Pupil interviews /book looks * Observe a lesson in each year group |

Please refer to the Inspection Handbook for guidance.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>

**Raising Aspirations Plan 2023- 2024**

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| 1. Leadership and Management including safeguarding  * Monitor planning throughout the year for each year group; ensuring lessons are covering key concepts and skills as set out in the EYS curriculum and the National Curriculum. * Monitor the foundation tracker each term and end of term data. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * How are teachers being supported with delivering developments to the curriculum? * What is the data telling – can gaps be identified in an area/ year group and if so how are teachers being supported to pinpoint and accelerate knowing more and remembering more for all pupils. * How do teachers assess and make judgements on children’s Geography knowledge and understanding? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Monitor MTP  Check previous year data | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
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| 1. The quality of education   (Teaching, Learning and Assessment)   * Buy Oddizzi and support staff with use as tool for supporting the delivery of Geography lessons * Digi maps –training video – give link to staff and support with use * Ensure skills and knowledge are being taught and applied in lessons (not just being taught facts but applying that knowledge to tasks ) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What does the subject look like across the school – coverage and standards? Is this information used to support high quality teaching and learning? * How do you know the teachers have a good knowledge of the subjects and that they present subject matter clearly in an interesting and engaging manner? * How is the curriculum coherently planned and sequenced to ensure strong cultural capital? * How are SEND/Vulnerable children being supported with accessing and experiencing the most from the full curriculum to ensure they are developing fluency and independence? * How are more able pupils accessing and influencing the curriculum? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Buy Oddizzi. Look for Digi maps you tube video to share, observe 2 lessons this term – focus applying knowledge | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * Buy Oddizzi * Digi map link * Observe 2 lesson this term | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
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| 1. Personal Development. Behaviour and attitudes  * Pupil interviews /book looks * Observe a lesson in each year group | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Do pupils behave as their best self in this subject? * Are standards as high as they are in core subjects? Why is this? * What are the pupils attitudes to the subject and how can these be further developed? * How are you ensuring teachers receive focused and effective professional development? * How do pupils develop resilience to setbacks and take pride in their achievements in this subject? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Book look, Pupil interviews, observe 2 lessons | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * Book look * Pupil interviews * Observe 2 lessons | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
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**Raising Aspirations Plan Autumn Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Spring Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Summer Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |