

**Subject Leader Raising Aspirations Plan**

**Subject: Geography**

**Academic year 2024- 2025**

**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.
* continue to compile a termly report covering curriculum delivery effectiveness, identifying successes and areas for improvement.
* Create a subject leadership and monitoring blueprint
 |
| 1. The quality of education

(Teaching, Learning and Assessment)  | * Continue to develop teacher confidence and expertise in teaching the subject
* ensure adaptation of teaching to meet the needs of all learners is in place
* Ensure skills and knowledge are being taught and applied in lessons (not just being taught facts but applying that knowledge to tasks ) and assessments ongoing

  |
| 1. Personal Development. Behaviour and attitudes
 | * Pupil interviews /book looks/staff discussions
* Observe a lesson in each year group
* Engagement with professional development opportunities
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 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 2024- 2025**

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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.
* continue to compile a termly report covering curriculum delivery effectiveness, identifying successes and areas for improvement.
* Create a subject leadership and monitoring blueprint
 |
| **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?
* Are teachers covering all the KQ’s set out in their MTP’s
 |
| **Half-termly Milestones to Achieve Annual Targets** |
| Monitor MTP |
| **Actions for each half term** * Monitor plans Y5 - update
 | TimescaleTerm Week No | Lead | RAG rating G=CompleteA= PartlyR = No | RAG rating against annual target |
| Autumn -Book look |
| Spring – Monitor MTP Book look | Week |  |  |  |
|   | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |

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| 1. The quality of education

(Teaching, Learning and Assessment) * Continue to develop teacher confidence and expertise in teaching the subject
* ensure adaptation of teaching to meet the needs of all learners is in place
* Ensure skills and knowledge are being taught and applied in lessons (not just being taught facts but applying that knowledge to tasks ) and assessments are accurate and ongoing
 |
| **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 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?**
* Book look
* Discussions with staff
 | TimescaleTerm Week No | Lead | RAG rating G=CompleteA= PartlyR = No | RAG rating against annual target |
| Autumn -book look |
|  Professional discussions with staff | Week |  |  |  |
| Spring – look at adaptive teaching strategies | Week |  |  |  |
|  Is knowledge being applied in learning? | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |

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| 1. Personal Development. Behaviour and attitudes
* Pupil interviews /book looks/staff discussions
* Observe a lesson in each year group
* Engagement with professional development opportunities
 |
| **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?
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| **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

Look for CPD wrist national college | TimescaleTerm Week No | Lead | RAG rating G=CompleteA= PartlyR = No | RAG rating against annual target |
| Autumn – book look |
| Spring – pupil interviews | Week |  |  |  |
|  Lesson observations | Week |  |  |  |
|  AXIA – humanities day Lostock Hall | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |
|  | Week |  |  |  |

**Raising Aspirations Plan Autumn Term Evaluation**

**Subject: Geography**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding | Discussions with staff taking on new year groups, new to school |  | Continue to monitor MTP, chat to staff |
| The Quality of Education Teaching, learning and assessment. | Book look |  | Lesson observations adaptive teachingApplying knowledge to activities |
| Behaviour and Attitudes and Personal development |   |  | Pupil interviews AXIA – humanities day Lostock Hall |

**Raising Aspirations Plan Spring Term Evaluation**

**Subject: Geography**

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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: Geography**

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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 |  |  |  |