

**Subject Leader Raising Aspirations Plan**

**Subject: History**

**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 |

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** | | | | | |
| **Autumn**  MTP relevant  Work in books reflects this  Adaptions to learning are evident | | | | | |
| **Actions for each half term**   * Monitor plans Y5 – update * Book look | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| Autumn – book look | | | | | |
| Spring Monitor MTP | | Week |  |  |  |
| Book look | | 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** | | | | | |
| **Autumn**  Adaptions being made o teaching  Key skills being taught | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * Lesson obs * Book look * Discussions with staff | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| Autumn – book look | | | | | |
| Professional discussions with staff | | Week |  |  |  |
| Spring – look at adaptive teaching | | Week |  |  |  |
| Is knowledge being applied to learning tasks? | | 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? | | | | |
| **Half-termly Milestones to Achieve Annual Targets**  **Autumn**  **Develop CPD** | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?**   Look on WRIST for subject leader meets  Course on national college | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| Autumn – book look | | | | | |
| Spring – pupil interviews  Lesson observations | | Week |  |  |  |
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**Raising Aspirations Plan Autumn Term Evaluation**

**Subject: History**

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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 teaching  Applying knowledge to activities |
| Behaviour and Attitudes and Personal development |  |  | Pupil interviews |

**Raising Aspirations Plan Spring Term Evaluation**

**Subject: History**

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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 |  |  |  |