**Cycle 2**

**Department:** History

**Review of previous actions:**

* Scripting Stretch Qs and As, as part of planning central resources and planning to the detail, as already modelled through department PL/meetings (ABA et al.)

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| ***Strengths*** | ***Areas for further development*** |
| * Consistency of enactment of the curriculum from one T to the next across the department, meaning that all scholars are receiving the same entitlement to a rich History curriculum. The disciplinary demands on scholars are well pitched and ensuring they know more and can do more.
* Selective feedback on the Do Now activity is effective, so as scholars receive high leverage feed forward feedback is effective.
* Questioning seen is well scaffolded, and responsive: agility is shown in breaking down questions into chunks and making effective deployment of e.g. choral response techniques. In turn, this also lends itself to an effective exposition, allowing disciplinary knowledge to be imparted as part of the ‘big picture’ for scholars.
* In Building Belonging groups in particular, a nurturing classrooms environment is seen, and scholars are enthuse by the local history (as part of the adapted curriculum).
* Glossing of terms, as part of reading strategy, is effective e.g. ‘unplundered’.
* Scaffolding of curriculum is effective, as seen through booklet use, which in turn means the intent of the curriculum is lived by scholars: e.g. during the ‘Your Turn’ part of one lesson, scholars were referring back to their own MWB answers and their knowledge booklets, when pursuing excellence independently. Hnece, the quality of extended writing is impressive.
 | * When taking feedback on sources from scholars, be judicious in the amount of questions taken so as to ensure the lesson is not inadvertently side-tracked for too long.
* The curriculum implementation can be adapted further, with some classes and individual scholars being directed to step back from the scaffolds routinely provided e.g. the sentence starters for ‘scholarship’ aspects of lessons.
* In some instances, there is a need for further opportunities for extended writing.
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**Actions**

* As a department, revisit again how some classes and individual scholars can be directed to step back from the scaffolds routinely provided when undertaking independent practice. Furthermore, share examples amongst the department team of ‘how much scholars can do’, with examples of excellence show what we can expect of scholars.