|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Shavington Academy Closer Look 2022-23** | | | | | | |
| Learning Walks | | | | | | |
| Date 27-31/3/23 | Subject History | | |  | |  |
| Classroom standards and routines | | | | | | |
| * Was the school’s behaviour policy being followed? * Were the Academy expectations for behaviour and conduct being met? | | | Behaviour in all lessons was good. At times pupils were compliant but not actively engaged.  – at times there was shouting out to answer questions, this was challenged. | | | |
| * Examples of good practice or areas of further development | | | X has created a culture of academia. Pupils take own notes, purple pen is thorough, oracy tasks – immediate energy with all on task. Written tasks the pupils start work immediately. No dead time!  Links to prior or future knowledge in some classes in others this was not present or vague.  This was not consistent – X and Y both had some dead time. Could the questions have been more open or challenging? Teachers are attempting to improve this area following whole school training. A few minor tweaks such as wait time and name last cold calling and bouncing questions would improve this. | | | |
| * Examples of assessment and feedback strategies used | | | Feedback on assessments is useful and moves pupils forward. Both bespoke feedback and creates a response from pupils befitting of their work. “This is the work of a very good historian”  Models used to improve work, KS4 and upper KS3 pupils knew routines around this and could begin work immediately.  Visualiser used to show examples of work.  There were some inconsistencies highlighted in this area in terms of frequency and quality of feedback and response – matching conversation with A around support of ECT non-specialist. | | | |
| * Was the work sufficiently challenging with high expectations? Include examples | | | Yes, in lessons there was a sense of academia. Pupils were studious and curious. | | | |
| * Were the needs of all students being met? Include examples. | | |  | | | |
| Pupil Voice | | |  | | | |
| * Does behaviour in this class allow you to learn? * What are you learning about? * How does this link to previous/future lessons? * Do you feel challenged in this subject? * Do you know how to improve? | | | Pupils enjoy history, they feel that their learning is clear. They find it challenging and in particular remembering key facts/dates etc. | | | |
| Work Scrutiny | | |  | | | |
| * Does the pupils work show understanding of content? * Are there opportunities for pupils to improve work? | | | Yes pupil work shows application of knowledge which builds on key information. This is not always taken down as notes but annotations of handouts. Again this is done in detail, pupils understand the importance and how to use.  Feedback tasks varied in quality, mostly pupils were very clear on how they could improve and then demonstrated this. | | | |
| **Closer Look Summary Report** | | | | | | |
|  | | | | | | |
| Subject: History | | Date: March 2023 | | | Reviewer: | |
| **Departmental Leadership** | | | | | | |
| Strengths | | Areas for development | | | Recommended Actions | |
| has a very clear understanding of the history curriculum. He can justify curriculum choices and identify core knowledge. He is able to discuss in depth and with passion the substantive and disciplinary knowledge within all units. | |  | | | Increased regularity of QA: book looks will probably be most effective. | |
| **Curriculum Design/ Intent** | | | | | | |
| Strengths | | Areas for development | | | Recommended Actions | |
| Curriculum is well thought out and sequenced appropriately. The department has worked hard to improve the diversity of the curriculum | | There were some inconsistencies in staff knowledge in terms of making links and identifying core knowledge. | | | Ensure upcoming curriculum is the basis of team briefings. Identifying core knowledge, misconceptions and links to aid staff development. | |
| **Implementation/ Classroom provision (including key groups)** | | | | | | |
| Strengths | | Areas for development | | | Recommended Actions | |
| Several examples of excellent practice and high engagement in learning.  Responsive feedback lesson showed adherence to school policy adapted to suit subject requirements.  Evidence to support description of T&L within the department | | Scaffolding within the classroom was not seen other than skilful teacher questioning. Could more be done to address the needs of low prior attainment as highlighted by X? | | | to continue thorough QA to focus on effective curriculum implementation. Some staff will need support to meet the standards of the department. This may focus on wider subject knowledge or department policies to ensure consistencies. | |
| **CPDL** | | | | | | |
| Strengths | | Areas for development | | | Recommended Actions | |
| Less experienced staff have a mentor within the department.  Curriculum questions feature in meetings so staff are learning by modelling. | | Consistency across the department. | | | CPDL time used to develop staff expertise in the curriculum which will lead to improved pedagogy e.g. questioning. | |