|  |  |
| --- | --- |
| **Shavington Academy**  **History Department Improvement Plan July 2022 – September 2023**  **Promote a love of learning and reading, across the curriculum**  **Ensure that the curriculum entitlement for ALL pupils is consistent and ambitious, reducing the gap between disadvantaged/SEND/Vulnerable pupils and those that are not to ensure pupils know more and remember more** | **Increase attendance across the whole Academy, reducing the gap between non/disadvantaged and reducing PA** |
| **Promote equality, diversity and inclusion across all elements of Academy life** | **Efficiently and effectively plan and resource the growth of the Academy and the MAT, and development of a SEND resource provision** |



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Quality of Education**  **The curriculum entitlement for all learners is broad, balanced and sufficiently challenging to enable all learners to excel** | | | | | |
| **Strand** | **Intent** | **Implementation** | **Timescale** | **Evaluation** | **Success/Impact** |
| **Ensure that the curriculum entitlement for ALL pupils is consistent and ambitious, reducing the gap between disadvantaged/**  **SEND/Vulnerable pupils and those that are not to ensure pupils know more and remember more** | Deliver a whole school Curriculum with breadth and depth focusing on knowing more and remember more.  Identify gaps in learning and address them for all learners, including Disadvantaged and SEND pupils, through HQFT and targeted, tiered intervention to support | * Curriculum Audit – July 2022 – Actions identified – SXD * Curriculum ‘Closer Looks’ – Schedule to be generated – EMC/SXD * Curriculum 3Is document – roll out to CLs/Ofsted journey docs * HQFT Focus – ‘Pupils know more and remember more’ – EMD TOL to review and plan assessment opportunities, including core residual knowledge, for all teachers to plan and support pupils in lessons. * SOL review – Big questions July 2022 – QA to measure impact * School-led tutoring to be flexible and responsive to needs of pupils and cohorts. * T&L Coaching, HQFT Pairs/triads - coaching model to focus all HQFT   Request a range of GCSE 2022 script returns for each subject. Plan opportunities for pupils to use and learn from these in lessons and tutoring.  Ancient History: Develop coaching of Alexander essay - use of sources to be embedded from beginning of unit.  CZ - specific vocab to be included from exam report; 6 mark technique to improve; more 15 mark essay practice; LA inclusion in debates etc. To build confidence with complexity.  Review and adapt Citizenship resources to ensure clarity of key content, accessible for all pupils.  Create appropriate revision materials for lower-ability pupils to support with key knowledge retention and organisation.  Develop and consolidate lower school source work to ensure clarity of understanding from pupils of key terms and skills.  Understanding of chronological frameworks and contexts to be developed throughout lower school. - DAM | July/Sept  Sept  Sept/oct  July/Sept  Sep  July/Sept  Sep/Oct  Sept  Half termly  Sept/Oct  Sept – y11  June – y10  September  October  December  January  October | End of Sept  Half-termly  Oct half term  DC1  Half-termly  Half-termly  Oct half term  Half-termly  DC cycles  Termly  DC cycles  Half termly  DC cycles  Half termly  DC cycles | Curriculum closer looks identify strengths  Pupils know more and remember more – QA impact  SA T&L standards and expectations are consistent across all subjects/staff |
| **Promote a love of learning and reading, across the all aspects of the curriculum** | Reading is central to the culture of the Academy promoting across all subjects and taught consistently to enable pupils to read widely and well | * Diagnostic reading tests – GL Assessment (7/8/9) – findings analysed and shared across the Academy – ALC * Bedrock use across all KS3, promotion and rewards, leader boards – ALC * TA CPDL – Phonic teaching, FT intervention 7/8 below secondary ready * Strategies to support reading shared across all subjects, year groups - CPDL focus November inset, half-termly QA- ALC * Reading for pleasure initiative: * Homework tasks for lower school, one per unit to be reading for pleasure or “meanwhile elsewhere” – CHN / CHB. * Reading across the curriculum plan: * Reading policy launched – Frayer models embedded * Reading lists shared with Departments, displays and promotion within areas – CL meeting Sept * Tier 2 vocab identified, displayed and highlighted in resources. | Sept  Ongoing  September  November    July/Sept  Sept  Sept  Sept  July/Sept  Sept | Termly  Half-termly  Half-termly  Termly  Oct half term  Oct half term  Oct half term  Oct half term  DC cycles | reading diagnostic tests show improvements – 75%?  Participation in reading increases – 50%?? |
| **Behaviour and Attitudes**  **Safeguarding, pupil behaviour and attitudes promote a learning environment that is effective and purposeful for all** | | | | | |
| **Strand** | **Intent** | **Implementation** | **Timescale** | **Evaluation** | **Success/Impact** |
| **Increase attendance across the whole Academy, reducing the gap between non/disadvantaged and reducing PA** | Engage pupils and remove barriers to learning to ensure  attendance is central to all stakeholders | Mentorship of RQT established to support - GXD  Support of CHB as new to this curriculum - TOL  Departmental support of colleagues to focus on M4L structure and support for escalation when appropriate. | Sep/Oct  Sep/Oct  Sep/Oct | Termly  Termly  Half-termly |  |
| **Leadership and Management**  **Leadership of the Academy is effective and efficient for all stakeholders** | | | | | |
| **Strand** | **Intent** | **Actions** | **Timescale** | **Evaluation** | **Success/Impact** |
| **Efficiently and effectively plan and resource the growth of the Academy and the MAT, and development of a SEND resource provision** | Efficiently and effectively plan and resource the growth of the Academy, and development of a SEND resource provision | Access, study and evaluate examiners’ reports, discuss and share findings and development areas.  Identify relevant pupils for script returns, study and evaluate collaboratively.  Power and the People CPD – focused on content and skills – for GXD, TOL and CHN.  Citizenship – CPD for CHN.  Ancient History – CPD for TOL.  Mentoring for RQT History teacher.  Developmental mentorship opportunities for GXD. | Sep/Oct  Sep/Oct  Jan  Sep/Oct  Sep/Oct  Sep  Sep/Oct | DC cycles  DC cycles  Half termly  Termly  Termly  Termly  Termly |  |
| **Personal Development**  **Pupil’s character and personal development show readiness for the diversity of the modern-day world** | | | | | |
| **Strand** | **Intent** | **Implementation** | **Timescale** | **Evaluation** | **Success/Impact** |
| **Promote equality, diversity and inclusion across all elements of Academy life** | Equality, diversity and inclusion are central to all aspects of Academy life to promote respect, tolerance and kindness.  Pupil experiences are broad, deep and meaningful, through enrichment opportunities, as well as within the taught curriculum | * Audits completed June/July 2022 – LT. Action Plan to be generated: * Anti-racism, LGBTQ+, SMSC, British Values, Cultural Capital   Civil Rights to include LGBTQ+, British Civil Rights movement.  WW1 and WW2 different ethnic groups and genders built in.   * Participation focus, extra-curricular: maintain offer and seek to increase engagement from disadvantaged pupils where possible, including in-school and out of school. * History club, trips and visits, debating competition, aspirational opportunities for GCSE pupils, links to sixth form college and local area. | July/Sept  Ongoing | Oct half term  Termly | High level of key group (PP, SEND, etc) participation in enrichment activities  Pupil voice shows positive impact of enrichment, character, values and clubs |