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|  | **Analysis** | **Actions**  **(Student’s characteristics/context)** | **Expected Impact** |
| **Year 11** | RAP grades based on performance and attitude across 3 out of 4 units of the course – still teaching the final unit, which includes some question types that are not encountered in previous units.  Some pupils are struggling with the pace of teaching on this unit, particularly: Pupils with lower prior ability, pupils with low levels of resilience and those who do not do ongoing revision.  Significant gender gap: targeted 1-1s to ensure that these males feel comfortable engaging with teachers as a revision tool.  High/middle/lower prior attainment gaps: those of lower prior attainment targeted for easter tuition and weekly tuition.  PP gap: PP pupils targeted for weekly tuition and easter tuition.  Significant number of “significantly below” pupils – very strongly linked to attendance.  Significant progress gap for CHN’s group – partly due to attendance. This group has more significantly low attenders than other groups. | Continue emphasis on golden ticket sheets – visited after each topic of P&TP unit. Use of these in class as well as promotion of use as a revision aid. Continue to remove excessive content to ensure clarity of focus.  Increase use of recall and synthesis starters to ensure that P&TP content is increasingly secure and at pupils’ fingertips.  Prioritise revision of site study.  Bespoke timetable planning for each group in lead up to exams – CHN’s group have lost significant learning time due to double periods on Mondays. CHN to decide whether to use the P&TP practice exam, or to replace with a brief walking talking mock and move on to other revision.  Continued ongoing emphasis of teachers’ availability at break/lunch/after school on any day of the week and encouragement to use us as a revision resource.  1-1s with those who are nervous about P&TP unit.  Clear signposting on teams of appropriate revision resources. | Improved performance on P&TP unit as pupils attempt more questions – fewer scores of 0 on this unit’s questions compared to the last year we sat it – not used during pandemic or previous 2 years.  Achievement on site study question to match or exceed previous years.  All groups to feel confident in exam technique for each unit prior to exam.  All pupils know where to access appropriate revision support for each element of the course. |
| **Year 10** | RAP data based on work and attitude throughout Elizabeth unit (minus site study) = less than ¼ of the course.  High/middle/lower gap is apparent but not stark.  Significant progress gap for CHN’s group – why is this? No discernable pattern in the data. Further probing needed.  Challenge now increasing of knowledge retention across multiple units. | * Emphasis on “the basics” e.g. checkins with relevant pupils, carefully crafted provision and/or removal of scaffolding with writing frames and sentence starters, consistent standards with instant consequences for slip ups, improvements to work are carried out as soon as possible, quality of written work is always prioritised. * Use of Golden Ticket sheets for every unit – emphasis on supporting lower-ability and disadvantaged pupils with completing these and referring to them as a resource when attempting recall or exam question tasks. * Carefully constructed “flipped learning” to be planned for more areas on the USA unit. Provision of printed resources for this for disadvantaged pupils. Home contact to support this where relevant. * Plan opportunities for structured debates on relevant 12 mark essay question topics. * Include questions on Elizabeth unit in homework quizzes to support longer-term knowledge retention. | All pupils expect to challenge themselves consistently in all History lessons. Consistency of written work improves.  Pupils can related each element of each unit to the overarching question (e.g. opportunity/inequality on USA unit).  Groups make up some of the lost time from Mon/Fri double periods lost due to half days or bank holidays this year. Groups to be within 2 weeks of expected learning point at summer break.  Further work needed on the curriculum to make up for time to be lost in Y11 due to timetable changes.  Pupils develop complex thinking and increase engagement with overarching theme of essay questions on the USA unit. |
| **Year 9** | Challenge for all groups: ongoing adaptation of curriculum due to timetable changes meaning that we must end the WW2 unit significantly earlier than planned for this year, to ensure that we can complete GCSE content in time.  The balance of disciplinary concepts/content/knowledge retention is challenging and teachers for each group need to make their own decisions on the correct balance. | * Teachers to adapt lessons on source skills to ensure quality over quantity * Dept to review curriculum coverage for WW2 unit to prep for GCSE. * Appropriate use of decision making tasks to build confidence in cold war themes prior to starting cold war unit. | Pupils and teachers to be confident in use of sources to begin Cold War unit in third week after Easter.  Pupils to be able to engage with Cold War content in summer term without significant challenge. |
| **Year 8** | Chronology is consistently weakest area of knowledge recall tasks, but some developing strengths  Extended writing is generally at the expected level. Some pupils need support with appropriate scaffolding to ensure that they can demonstrate their engagement with the relevant content/concepts. | * Terrorism: thematic focus - similarity needs development – teachers to build this in to each lesson throughout the unit. * Cause and consequence WW1 - support with extended writing e.g. model answers etc. * Reinforce chronological understanding through starter tasks as and when appropriate – all teachers to respond to their own groups’ strengths/weaknesses with appropriate starter recall tasks. |  |
| **Year 7** | Inconsistency with use of PEE(L) structure – ongoing support needed.  Department to develop focus on the “L” of PEEL. | PEE(L) structure to be reinforced. L is link to the question, typically a disciplinary concept such as significance or change.  Focus on level of scaffolding for written explanations with Rome unit - remove as appropriate. |  |