# 1.) Learning and Teaching

This quality is concerned with ensuring effective learning through appropriate and motivating teaching that engages pupils consistently throughout the school.

| Criteria In addition to high quality teaching that makes an impact and enables pupils to make good progress in lessons, you must evidence the following criteria: | Suggested Evidence (you may provide alternative evidence as appropriate) | Self Assessment Comment | Assessor Comment |
|---|---|---|---|
| **1.1 How does teaching impact upon achievement? How good is history teaching? How effectively does teaching enable pupils to make progress?** Silver: Teaching is consistently good Gold: Teaching is consistently outstanding | Pupil voice/Lesson observations | | |
| **1.2 Teaching, Learning, Achievement and Progression: How much progress do pupils make in lessons? How do you know? Silver:** Teachers have a variety of appropriate teaching strategies to develop pupils' knowledge, skills and understanding. Evidence is utilised to support progression. Many pupils show evidence of effective learning and progression in knowledge, concepts and processes in lessons. **Gold:** Teachers use a wide range of strategies that are linked to clear objectives in order to have a real impact on the knowledge and understanding of all pupils in history lessons. Evidence is clearly mapped to model and demonstrate progression and this evidence is used to inform teaching. Most or all pupils show evidence of effective learning of knowledge, concepts and processes in lessons. | Pupil monitoring and tracking data in history/ School/national monitoring data / Lesson plans and observations/ Ofsted feedback/ assessment records | | |
| **1.3 Teaching and Resources (Including TAs and ICT) How effectively are available resources deployed for the teaching of history? Silver:** The school uses its available resources effectively to deliver the planned history curriculum. Teaching shows an emphasis upon independent investigative approaches. **Gold:** The school draws from a wide range of resources within its reach to deliver an innovative curriculum for pupils. Resources deployed consistently enhance learning across the school. Teaching reveals a drive for independent investigative learning and strategies are sharply focussed upon this. | Curriculum overview plans/ schemes of work/ lesson plans/lesson observations/pupil work/ interviews with TAs and pupils/evidence of use of the historic environment and outside agencies. | | |

# 1.)   Learning and Teaching (continued)

| Criteria<br>In addition to high quality teaching that makes an impact and enables pupils to make good progress in lessons, you must evidence the following criteria: | Suggested Evidence (you may provide alternative evidence as appropriate) | Self Assessment Comment | Assessor Comment |
|---|---|---|---|
| **1.4 Perseverance and Resilience: How are pupils supported and encouraged to make judgements and decisions as independent learners? Silver:** Teachers employ strategies that develop encourage pupils to take the initiative in their learning. Many pupils are able to consistently produce good quality responses to questions posed by teachers. Opportunities are provided for pupils to be able to show that they can use evidence to reach and present their own historical conclusions. **Gold:** Teachers use a wide range of strategies that are linked to clear objectives and show real impact on the knowledge and understanding of all pupils. Most or all pupils regularly take the initiative in how they learn and are able to develop their own questions and use them to interrogate evidence. | Schemes of work/ enquiries/project work Lesson plans/Lesson observations and feedback/Pupil work. | | |
| **1.5 Understanding among pupils of purpose of study: How well do pupils understand the purpose of studying history? How do you know? Silver:** Stakeholder voice is used to inform as to learners' perception of the subject.  Pupils see purpose and value in what they do and many understand what they have to do and why they are doing it. Pupils are well motivated in many classes. **Gold:** Stakeholder voice is used to inform as to learners' evaluation of the subject and to inform progress. Most or all pupils see the purpose and value in what they do, understand what they have to do and why they are being asked to do it. High levels of motivation can be seen across all classes. | Pupil and stakeholder voice meetings/ interviews. Lesson observations/ samples of marking and feedback | | |
| **1.6 Marking and Feedback: How does marking and feedback enable pupils to make progress? Silver:** Marking and feedback enables pupils to make good progress. **Gold:** Pupils engage with high quality marking and feedback and use it to make outstanding progress in the subject. Pupils evaluate each-others' work and use this to improve their own. | Samples of marking and feedback/ Lesson observations/ Evidence of peer review. | | |

# 2.) Leadership

This quality is concerned with ensuring that systems and structures are in place and used effectively to ensure that history enjoys a high status, reputation and profile in the school and beyond.

| Criteria<br>In addition to the history lead using Historical Association membership to gain and keep an up to date knowledge of the subject and issues affecting the teaching of history that is clearly disseminated and evidenced through CPD, planning, learning and teaching, the following criteria should also be evidenced: | Suggested Evidence | Self Assessment Comment | Assessor Comment |
|---|---|---|---|
| **2.1 CPD Programme: How does the school ensure effective CPD in history? What impact does an effective CPD programme in history have on learning and teaching? Silver:** The school is a member of the Historical Association. The school operates an effective programme of subject specific CPD in which history is included and is a member of history CPD networks. **Gold:** The school is a member of the Historical Association. The department has up to date knowledge and participates in an effective subject specific programme of CPD. History CPD is clearly matched to needs identified through self evaluation and records of recent CPD undertaken show that CPD needs are being met. Evidence shows that CPD undertaken has made an impact in learning and teaching. The school makes an active contribution to CPD in the wider history community including partner schools networks or conferences. | Membership of the HA/ Records of HA online CPD courses/ School INSET overview/ history self-evaluation/ CPD records of relevant courses attended and of the impact on the individual teacher/ lesson plans/records of INSET delivered | | |
| **2.2 Organisation and Management: What structures for organising and administering history are in place? Silver:** There are clear structures for organising and administering history in the school. **Gold:** There are reliable and consistent systems of organisation and management of the subject and those involved in teaching history across the school display a shared understanding and commitment. | Ofsted feedback/ marketing of the subject within the context of whole school needs/ timetable information/ stakeholder interviews/ evidence of response to new demands such as the 2014 curriculum redevelopment/meeting records/PM data | | |
| **2.3 Self Evaluation and Monitoring: How does the school self-evaluate history? How does the process contribute to improvements? Silver:** The head of department provides effective leadership. Standards in history are accurately identified through self-evaluation and development plans accurately highlight areas for improvement to provision and practice. There is a development or action plan for history and this links in to wider priorities and whole school improvement. **Gold:** The head of department provides highly effective strategic leadership. Standards in history are accurately identified and externally verified and shared with governors/SLT and whole | Self-evaluation evidence/ Development or action plan/history teaching moderation/ monitoring records/ School improvement plan/strategic planning/ monitoring data and reviews/internal meeting Notes/lesson plans/ meeting records | | |

# 2.) Leadership (continued)

| Criteria:<br>In addition to the history lead using Historical Association membership to gain and keep an up to date knowledge of the subject and issues affecting the teaching of history that is clearly disseminated and evidenced through CPD, planning, learning and teaching, the following criteria should also be evidenced: | Suggested Evidence | Self Assessment Comment | Assessor Comment |
|---|---|---|---|
| school. Self-evaluation for history is evident and development plans are based upon accurately and carefully identified needs and aspirations. Methods of monitoring impact are clearly identified and these are used effectively to measure progress. The history development plan prioritises resource and CPD needs in relation to whole school priorities and current national agendas. History teachers can evidence positive impact of changes made to teaching practice through self-moderation. | | | |
| **2.4 Support of staff: How effectively does the subject leader support specific staff? Silver:** The head of department or their appointed representative provides regular support for identified groups within the subject and provides opportunities for teaching staff to expand their competence.  **Gold:** The head of department or their appointed representative provides effective support for identified groups within the subject through close mentoring and monitoring as appropriate. The impact of this close monitoring is evident. The head of department provides regular opportunities for staff to expand their competence and carefully matches this to needs and aspirations. | Performance management/ meeting notes/lesson observation feedback/ mentoring schemes and meetings/ progress tracking information/SEN department/ teacher and TA interviews | | |
| **2.5 Status of History: How is the high status of history reflected within the school and beyond? Silver:** History enjoys a good status within the school and the head of department works hard to promote this. Senior leaders are supportive of the role that history plays in the curriculum.  **Gold:** History enjoys a high status in the school and the senior leadership of the school are supportive of the role that history plays in the curriculum. The school is recognised for the status of history within the wider community and the school works to maintain this profile beyond the school. | Pupil, parent, staff, community interviews/ pupil voice/parent voice feedback/school council notes/displays/records of community events and projects/competition entries/timetable information/examination results. | | |
| **2.6 Views of parents and Media: How effectively do the views of parents and media support improvements in history provision?  Silver:** Parental feedback / evaluation of the subject is sought as part of a whole school policy in all subjects and feedback is generally good. **Gold:** Parental feedback / evaluation of the subject is actively sought through a range of media including questionnaires / parents evenings / history evenings / days and feedback is consistently good. History has received positive feedback through localised media. Feedback is used to make positive change. | | | |

# 3.) Curriculum

This quality is concerned with the coherence, logic and appropriateness of the curriculum in the context of the school.

| Criteria In addition to evidence of a clear rationale, adapted to school needs and a shared understanding of the subject among staff and pupils, you must evidence the following criteria: | Suggested Evidence | Self Assessment Comment | Assessor Comment |
|---|---|---|---|
| **3.1 Curriculum Design: How innovative and engaging is the history curriculum? Silver:** The history curriculum is well planned and resourced and is adaptable to new demands. The planned curriculum reflects the needs of the pupils in the school. **Gold:** In addition to being well constructed and resourced, the history curriculum is innovative, engaging and forward thinking in nature and shows evidence of adaptation to new demands both in content and mapping of progression across content. There is a clear vision for the subject which is reflected in the design. The curriculum clearly reflects the needs of pupils and exploits opportunities for wider engagement. There is evidence of consistent reflection and the impact of this and CPD upon curriculum design. | History handbook/ policies/schemes of work/lesson observations/teacher and pupil interviews/ evidence of planning for curriculum redevelopment. | | |
| **3.2 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding? Silver:** Enquiry approaches are effectively used to develop the pupils' historical and research skills. **Gold:** A broad range of enquiry approaches are used to develop pupils' historical skills and has a shown impact on pupils' depth of knowledge and understanding as well as their independent research skills. | Schemes of work/ lesson plans/pupil work/ displays/project work | | |
| **3.3 Broad and Balanced Curriculum: How does history contribute to the delivery of a broad and balanced curriculum? How broad and balanced is the history curriculum? Silver:** There is a broad range of chronological periods, geographical scales, areas and perspectives of history within the planned curriculum. Historical skills and processes are addressed within curriculum planning. Content is inclusive. **Gold:** There is a broad range of chronological periods, geographical scales, areas and perspectives of history within the planned curriculum. Skills and processes are well-embedded through a wide range of topics which are innovative and inclusive. The history curriculum is designed to fit well with other subject areas and the history department actively works with other subjects to promote deeper learning through cross-curricular approaches where applicable. | Curriculum overview plans/schemes of work/ assessment/Ofsted inspection notes | | |

# 3.) Curriculum (continued)

| Criteria<br>In addition to evidence of a clear rationale, adapted to school needs and a shared understanding of the subject among staff and pupils, you must evidence the following criteria: | Suggested Evidence | Self Assessment Comment | Assessor Comment |
|---|---|---|---|
| **3.4 Time Allocation: How effectively is the status of history reflected in the curriculum?**<br>**Silver:** Enough time is set aside to do good history. This allocation is in line with other humanities subjects in the school. **Gold:** Enough time is set aside to do outstanding history. History also features in other areas of the planned school curriculum. | Timetabling structures/ subject handbook/ school prospectus/ school website/timetable information gathered from local comparators/ Ofsted inspection data. | | |
| **3.5 Local Dimension: How effectively is the local environment used to support learning in history? Silver:** The school makes effective use of the local context to support pupils historical understanding of the relationship between local and national historical contexts.and knowledge. **Gold:** The school is able to effectively evidence the impact that using the local dimension to support and enhance pupils knowledge and understanding of the national context has had. | Schemes of work/ displays/pupil work samples/project work designs | | |
| **3.6 Historical Thinking: How well does the history curriculum develop historical thinking?**<br>**Silver:** The planned curriculum provides opportunities for pupils to progress in the key skills and processes relating to history. There is a visible attempt to reflect the local, national and international picture.<br>**Gold:** The planned curriculum provides a clear path of progression in all of the key skills and processes relating to history. There is a clear balance of local, national and international content and perspectives and design allows for pupils to make links across these. | Curriculum planning/ schemes of work/ progression mapping | | |

# 4.) Achievement

This quality is concerned with ensuring pupils achieve well and that their progress in the subject is appropriate to their ages and circumstances.

| Criteria<br>In addition to an ethos where pupils feel challenged, motivated , aspirational and where achievement in history is celebrated, the following criteria should be evidenced. | Suggested Evidence | Self Assessment Comment | Assessor Comment |
|---|---|---|---|
| **4.1 Comparisons to relative starting points: How well do pupils learn and achieve in history in comparison to their relative starting points?** **Silver:** Pupils learning history are challenged and inspired to achieve to their best and progress is at least good. Teachers demonstrate a good understanding of progression in history and pupils make good progress relative to starting points. **Gold:** The school takes steps to ensure challenge and aspiration. Teachers demonstrate a thorough awareness of progression in history and work is sharply focussed upon this. Pupils learning history are challenged and inspired to achieve their best and monitoring evidence shows that they are consistently making outstanding progress relative to starting points. | Monitoring and tracking data evidence/Target setting evidence/ examination results/ assessment evidence/ Ofsted feedback | | |
| **4.2 Mechanisms for Tracking and Intervention. How effectively does the history department monitor progress to ensure that pupils achieve their potential? Silver:** History has established monitoring and tracking systems which are used throughout the school to assess, record and feed back to parents and pupils and other stakeholders. **Gold:** History has established tracking systems which are used across the school to assess, record and analyse progress, identify needs, targets and provide a sense of history provision for a cohort that can adapt on the basis of identified individual needs. The impact of any adaptation is monitored. | Monitoring and tracking data for history/ intervention reporting/ data analysis. | | |
| **4.3 Progression: How well do pupils achieve overall in history?  What is the impact of specific strategies on achievement?  Silver:** Teachers are able to evidence the use of specific strategies that support the progression of key historical knowledge, skills and processes that enable pupils to make good progress towards achieving their targets.  **Gold:** In addition, the applicant school is able to evidence the impact of the use of strategies in enabling pupils to achieve or go beyond their targets. | Lesson plans/schemes of work /strategy plans/monitoring and tracking data/student work/assessment and examination evidence/ Ofsted feedback | | |
| **4.4 Achievement is celebrated. How well is achievement celebrated within the school? Silver:** An ethos where personal achievement in history at all levels is valued is evident within lessons. **Gold:** An ethos is present where personal achievement at all levels is valued across lessons, the department and wherever possible across the school. | Displays of student work/ assemblies/marking and feedback/certificates/ secondary school option choices and records/ GCSE uptake statistics | | |

## 5.) Enrichment

This quality is concerned with ensuring that the school enriches teaching and learning in history through other subjects and resources/programmes beyond the history classroom.

| Criteria<br>In addition to classroom environments that encourage enthusiasm and reflect the high status of history within the school, you must evidence the following criteria. | Suggested Evidence | Self Assessment Comment | Assessor Comment |
|---|---|---|---|
| **5.1 History Enriching the Curriculum: How does history enrich the whole curriculum life of the school? Silver:** History effectively enriches the whole curriculum life of the school through as many means and resources as are available to the school. **Gold:** History effectively contributes to an enrichment programme that operates beyond the school curriculum and impacts upon other schools and/ or the wider community | Evidence of visits/ whole school focus or drop-down days/history based clubs/extra-curricular competitions, conferences and projects/speakers in school/evidence of history contribution to school-wide or network-wide enrichment programme, evidence of extra curricular community projects | | |
| **5.2 Classroom Environment: How does the classroom environment encourage enthusiasm for history, learning and reflect the high status of history within the school? Silver:** The classroom environment and classroom displays will highlight the enthusiasm for history and reflect the status of the subject in the school. **Gold:** History displays around the school as well as in classrooms will highlight the enthusiasm for history and challenge of history as well as the status of the subject. Displays will support and extend learning. | Classroom Displays/ School displays | | |
| **5.3 Website and Communications: How does history contribute to the schools online communications? Silver:** History contributes outlines of its work to a whole school website or VLE. **Gold:** History enjoys a separate identity on the school website which is actively used to promote the subject and good practice to the audience. Pupils' work and achievement in celebrated through the website. The website supports extended learning through links to further information/resources. | School website/Links to the school website from others. | | |
| **5.4 Links across subjects and Schools: How effectively does history link with other subjects within the school and beyond? Silver:** the history curriculum shows good cross curricular links with other subjects within the school that serve to enrich learning in the subject and linked areas. **Gold:** History actively contributes to cross-curricular learning through effective and measured links made across the school and outside that are evidenced as impacting upon and enriching the learning experience pf pupils. | Curriculum overview/ strategic plans/ project work/schemes of work/assessment data/monitoring and feedback data/links with outside agencies/ | | |

# 5.) Enrichment (continued)

| Criteria<br>In addition to classroom environments that encourage enthusiasm and reflect the high status of history within the school, you must evidence the following criteria. | Suggested Evidence | Self Assessment Comment | Assessor Comment |
|---|---|---|---|
| **5.5 Community Links: How is the wider community involved in history education at the school and beyond? Silver:** The school is developing community links to enhance the learning and teaching in the subject e.g. links with community heritage/ history organisations or local HA branches. Attention is given to learning outside the classroom. **Gold:** The school is proactive in supporting pupils in developing community links which is evidenced as impacting on the learning and teaching in the subject within the school and wider community. There is evidence of wide use of learning outside of the classroom. | Schemes of work/ record of school and community projects or events/records of visits/participation in community schemes | | |

# 6.) Other

| Criteria | Suggested Evidence | Self Assessment Comment | Assessor Comment |
|---|---|---|---|
| Please use these spaces to record other criteria and evidence that you would like to be included in your application | | | |