



# Huntington School

## Teaching and Learning

### Covering Note for Chartered Teacher of History Application:

This is a sample of the record of and plan for the Huntington School History Department Teaching and Learning Forums. These are **departmental, discipline-specific training sessions which as subject leader I devise and lead every other week**, each lasting for two hours. I plan the TLF programme at the start of the academic year based on development strands identified from the previous year's outcomes and other CPD influences. The front page explains how the development programme is directly linked to outcomes and classroom practice.

They are generally evidence-informed and/or work to apply ideas and methods from external History-focussed CPD, including *Teaching History* and those listed on my other CPD record, to our classroom practice. Additionally the TLF record details Training Days and disaggregated time sessions in which further CPD is undertaken within the Department.

Since September this year, this has amounted to **21 hours of internal, History-specific CPD time**.

The sample one provided is from this year, but those from previous years are available on request. Please also note that whilst I am directly responsible for this one in its entirety, it is my first as Subject Leader and therefore in previous ones I actively participated in sessions and co-led them on occasion, but the planning credit belongs to the previous subject leader.

Sample agenda from individual TLFs available on request.

# Teaching & Learning Forum: Subject TLF Planning and Evaluation 2017-2018 – Full Year Plan

## Subject: HISTORY

### School Development Plan Priorities

- TLDS1: Marking, Feedback and Assessment.
- TLDS2: Pride in Presentation.
- TLDS4: To enhance our students' vocabulary.



### Departmental Objectives:

**DT1:** Overtly teach and assess 'historical thinking' skills and communication across key stages. (SDP TLDS 1 and 4)

**DT2:** Make 'deliberate practice' methodology the driving force of assessment for learning throughout the key stages. (SDP TLDS 1)

Learning Walk - Focus	Date w/c	Work Review/Scrutiny - Focus	Date w/c
(LW1) – Student engagement and effort	25 Sep	(WR1) - Focus: Pride in Presentation	9 Oct
(LW2) - Challenge/Extended learning	11 Dec	(WR2) - Focus: Feedback/Subject policy	27 Nov
(LW3) – Curriculum Development: Subject specific	22 Jan	(WR3) - Focus: Formative Assessment	12 Mar
(LW4) – Pupil Premium/SEND students	26 Feb	(WR4) - Focus: Vocabulary	30 Apr
(LW5) – Pride in Presentation	23 Apr	(WR5) - Focus: SEND/Low Learners	25 Jun
(LW6) – Intervention students	25 Jun		

### Department Inquiry Focus:

The History-specific challenges of vocabulary and communication: **how can we improve students of use of words that are period-specific or change their meaning over time?** (HJR, ERH and EAT) and **how can we improve their writing at a conceptual level as they explain their 'historical thinking?'** (CPH and KP)

### Planning the golden thread through to outcomes

Doing (Priority 1)	Will lead to ***** in the classroom <i>Will inform the focus for the TLF sessions</i>	Resulting in ..... (success criteria/evidence) <i>Think hard about this section!</i>
<b>Overtly teach and assess 'historical thinking' skills and communication across key stages. (SDP TLDS 1 and 4)</b>	<ul style="list-style-type: none"> <li>Explicit teaching and discussion of conceptual issues in class.</li> <li>Use of models, techniques and metacognition to model the process of historical thinking.</li> <li>Use of activities to develop Tier 2 vocabulary that connects to historical thinking/writing (KP and CPH IQ intervention and others)</li> <li>Re-balancing of content learning with conceptual thinking time within lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Students able to recognise within exam questions the historical thinking they are expected to employ.</li> <li>Students can spot when Historical Thinking is clearly communicated in the writing of historians/peers etc</li> <li>Students write proficiently and fluently to communicate their own historical thinking.</li> </ul>
<b>Make 'deliberate practice' methodology the driving force of assessment for learning throughout the key stages. (SDP TLDS 1)</b>	<ul style="list-style-type: none"> <li>Activities, (DIRT and otherwise) that isolate components of extended writing (e.g. point sentences or explaining phrases) and improve them rather than the holistic piece of work.</li> <li>Effective, time efficient and high impact group feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Improved student awareness of how they are using features of historical writing and how they could be better at it.</li> <li>Teachers design assessment and feedback tasks that isolate elements needing improvement within student's writing and implement strategies that</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Testing of knowledge as one component of effective extended writing.</li> <li>▪ Students have clear metacognitive processes they can rely on when tackling the extended writing questions.</li> </ul>	<p>target these.</p> <ul style="list-style-type: none"> <li>▪ A2 attainment and progress maintained</li> <li>▪ GCSE students make good progress and achieve well in comparison to FFT targets</li> <li>▪ GCSE students write at their expected level or above in the extended writing tasks (18, 20 and 25 markers)</li> </ul>
--	--	--

Teaching & Learning Forum: Subject TLF Planning and Evaluation 2017-2018 – Full Year Plan Subject: History

Departmental Objectives:

- **Overtly teach and assess 'historical thinking' skills and communication across key stages. (SDP TLDS4)**
- **Make 'deliberate practice' methodology the driving force of assessment for learning throughout the key stages. (SDP TLDS 1)**

**Also highlighted: Work towards improving and monitoring consistency of summative assessment marking across the new specs**

**Inquiry question and WSTLF focus to be on Vocabulary and Communication, tying in with communication of Historical Thinking**

Date	TLF Focus	Lead staff &/or Collaborative groups	Outcomes	Evaluation
Training Day	<p>Using the work of Daisy Christodoulou in History</p> <p>Christodoulou Keynote</p> <p>Christodoulou training session with Heads of Department</p> <p>Department time to start implementation.</p>	<p>HJR</p> <p>Alex Quigley</p> <p>Daisy Christodoulou</p>	<p>Starting to better use formative assessment in History</p>	<p>Lots of work to do, especially around extended writing about the past.</p> <p>Most aspects of the courses only need limited change, but some need far more.</p>
TLF Subject 18.09.17	<p>First hour: Assessment at KS4- challenging our old comfort zone.</p> <ul style="list-style-type: none"> <li>▪ What do the non-essay GCSE summative tasks look like and how are they assessed? (30)</li> <li>▪ How can we break down the GCSE summative tasks into the component elements for formative assessment? (20)</li> </ul>	HJR	<p>Better understanding of the nature of GCSE assessment across the team</p> <p>Breakdowns of the GCSE summative tasks for MGP approach unpicked.</p>	<p>Moderation of 9 and 10 Markers successful and helpful Follow up with work scrutiny in HT2.</p> <p>Effective collation of strategies to formatively assess at GCSE. We now need to ensure they are put into schemes of learning – <b>first hour of training day time</b></p>

	<ul style="list-style-type: none"> <li>▪ Plenary – action points (10)</li> </ul> <p>Second hour: Formatively assessing essay writing – KS3, GCSE and A2.</p> <ul style="list-style-type: none"> <li>▪ How are they assessed at GCSE? (30)</li> <li>▪ How can we break them down? (20)</li> <li>▪ Plenary (10)</li> </ul>		Accurate assessment and marking of summative tasks by larger team at GCSE.	<p><b>to be given for this.</b> Show and tell at the end to make all teachers aware. PPTs need to be clearly marked as ‘new 2017’</p> <p>More work to do on 18-marker assessment and formative skills that build towards it at GCSE. <b>Follow up work planned for 16.10.17</b></p>
Whole School TLF 02.10.17	<p>Vocabulary and Communication</p> <p><b>Subject-Specific Hour:</b> Vocab timelines – Marcus’ blog, or a different version? Vocab maps – what do they need to know when?</p>		<p>Clear understanding of the key Tier 2/3 vocab for each GCSE unit</p> <p>Beginnings of list of Tier 2s for all History students</p>	<p>Word lists started</p> <p>Methodologies agreed for IQ work, questions nearly finalised.</p> <p>More work needed on the Tier 2s for history students across key stages, KP and CPH IQ should address this.</p>
Training Day 10.10.17	<p>TBC – possibly some SLT input at start etc 8.40 briefing: <b>ALL</b></p> <ul style="list-style-type: none"> <li>- group feedback form</li> <li>- feedback from Learning Walk</li> <li>- GCSE updates/comments?</li> </ul> <p>P1: Revision resources – what do we want to do in lessons?</p> <ul style="list-style-type: none"> <li>- Review of Old GCSE revision sources</li> <li>- Introduce Core Revision SoW with extra lessons</li> <li>- Introduce technique guide for each paper – from work with Rich Kennett</li> <li>- HW packs?</li> <li>- Principle of blending knowledge with historical thinking?</li> <li>- Mock structure</li> <li>- 9 lessons pre mocks, three on each unit</li> </ul> <p>P2: No JRC, KW, KP (from 10.15)</p>	<p>HJR</p> <p>Experienced GCSE team</p>	<p>Formative assessment elements worked into new GCSE more effectively</p> <p>Knowledge organiser framework that works for us</p> <p>KOs started for all GCSE topics</p>	<p>Revision discussion very productive – clear strategic direction agreed, incorporating useful elements of research and blending these with the experience of what worked on the old GCSE.</p> <p>Agreed as follows:</p> <p>Discrete skills booklet, with tasks</p> <p>Separate series of Knowledge Organisers to help structure revision. These need to be different based on the different topics and unit structures/foci.</p> <p>All to be reviewed and evaluated on completion.</p> <p>Put into practice: Knowledge organisers started Skills booklet started.</p>

	<p>Formative assessment for the new GCSE</p> <ul style="list-style-type: none"> <li>- Skills development tasks from first TLF</li> <li>- Put into Schemes of Work - where can we find time?</li> </ul> <p>P3: No EAT, JRC, KW</p> <p>Continue Making resources from P2 – show and tell in last 10</p>			
<p>TLF Subject 1<sup>st</sup> Hour 2<sup>nd</sup> Subject 16.10.17</p>	<p><b>Ofsted follow up with JMT in main hall.</b></p> <p>Full team hour: development of Year 11 revision resources -</p> <ul style="list-style-type: none"> <li>- Introduce the structure from the MoA Gold Rush skills lesson</li> <li>- Time on knowledge organisers and skills guide</li> </ul>	<p>HJR and A-level team</p> <p>HJR lead, all teachers work on</p>	<p>Developed understanding of knowledge and pedagogy about change and continuity thinking.</p>	<p>OFSTED FOLLOW UP</p> <p>Knowledge organisers started - completed in teacher's own time</p> <p>Evaluated Gold Rush lesson format – other options discussed to mix things up and avoid predictability.</p> <p>Exam technique guide started, HJR completed later.</p>
<p>TLF Subject 06.11.17</p>	<p>Recap and review: group feedback sheet</p> <p>Historical Thinking: teaching interpretations</p> <ul style="list-style-type: none"> <li>▪ Hour 1 = seminar – including Norman Conquest work from the Tower of London HA CPD last summer (also formative assessment work as part of this)</li> <li>▪ Hour 2 = resource building</li> </ul>	<p>HJR, EAT, ERH and KP co-lead interpretation session</p>	<p>Developed understanding of knowledge and pedagogy about interpretations</p> <p>Enhanced lessons in every year group's work on interpretations.</p>	<p>Really productive session on teaching interpretations.</p> <p>Great discussion of what we can do to teach them better and Normans course overhauled in the second hour.</p> <p>Formative assessment elements worked out – 'buzz'</p> <p>Normans course ready to teach better as a result of top-quality CPD at Tower of London by the HA last summer (KP, ERH, EAT, HJR all attended.)</p>

				<b>More work to do to get them incorporated into KS3 – Year 8 assessment needs fixing, as does Year 9 WW2 course – more work needed!</b>
Whole School TLF 20.11.17	Vocabulary and Communication  <b>Subject-Specific Hour:</b> (TBC) Tier 2 continued – vocab maps nailed down How do we introduce vocab on the vocab maps? 10 ideas quickly, then into resource development and new collaborative planning			- Language and communication sheets in office?
TLF Subject 1 <sup>st</sup> Hour 2 <sup>nd</sup> Subject 04.12.17	Full team hour: Moderation of Year 11 mocks marking (full team) and further work on MGP assessment stuff  Second subject hour: KP/HJR/EAT: planning response to Y11 mocks, including changes to Y10 teaching  CPH/AT/ERH: Making changes to Y10 teaching, more MCQs and other formative assessment tasks to be built in following first hour.	HJR/CPH/EAT/ KP/ ERH collaborative work	Better understanding across team of new GCSE marking.	Moderation very promising – marking from all members of department well within tolerance and, given quality of mark schemes and unfamiliarity with the course.  A-level planning and confirmation of Personal Study plan was useful.  Development of MCQs went well.
Disaggregated Time 11.12.17	Curriculum development Improving assessment resources at GCSE – reflection on teaching after 18/9/17 and further development work ▪ MCQs ▪ Formative assessment  Building well-structured and thought through revision resources for Year 11.  Show and tell & discussion of next steps at the end	HJR to co-ordinate full teaching team	Better solutions to the problems of content vs practice questions in place across all GCSE schemes of work.  Show and tell at end to ensure good practice is shared and next steps are clear.	Huge start made on the revision materials and resources  Still plenty to do, lots of formative tasks and developing independent thought/historical analysis alongside ensuring a strong narrative understanding.  To return to.

	of the session (20mins minimum)			
TLF Subject 18.12.17	<p><b>Historical Thinking: teaching cause and consequence</b></p> <ul style="list-style-type: none"> <li>Hour 1 = seminar, based on TH articles from Rachel Foster etc.</li> <li>Hour 2 = resource building – split team into cause, consequence, change, continuity.</li> </ul>	HJR to organise and co-ordinate small group work	<p>Developed understanding of knowledge and pedagogy about cause and consequence</p> <p>Enhanced lessons in every year group's work on cause and consequence</p>	
Whole School TLF 15.01.18	<p>Vocabulary and Communication</p> <p>Subject-Specific Hour: TBC as whole school training develops and as a result of reflections on IQ work already undertaken</p>			
TLF Subject (IQ Development & Evidence Gathering) 29.01.18	<p><b>Planning in small groups – some elements of write up – use Research School resources and talk to Alex Quigley and Marcus.</b></p> <p><b>Work on individual research for Inquiry Questions.</b></p>			
TLF Subject 1 <sup>st</sup> Hour 2 <sup>nd</sup> Subject 19.02.18	<p>2<sup>nd</sup> Subject Hour: A-Level History</p> <p><b>Standardisation/calibration of personal study marking.</b></p> <p>Full team hour:</p> <p><b>Assessment –KS4 and 5 revision and exam preparation –</b></p> <ul style="list-style-type: none"> <li>What does this look like if we follow the <i>Making Good Progress</i> model?</li> <li>How should we best incorporate interleaving and</li> </ul>	<p>HJR/EAT/ERH/KP/CPH collaborative work</p> <p>HJR to lead and co-</p>	<p>Calibrated marking of A2 Personal Studies.</p> <p>Evidence informed, best-practice driven exam prep modules planned out for KS4 and possibly KS5.</p>	

	<p>other evidence-based memory approaches in the new KS4 exam-prep</p> <ul style="list-style-type: none"> <li>What do we need to do at A-level to adapt properly for linear? (What is the impact on memory when we remove the intense memory-building phase of AS-revision?)</li> </ul>	ordinate team		
Disaggregated Time 26.02.18	<p>Curriculum development</p> <p>Improving assessment resources at KS3 – follow up to 18/9/17</p> <ul style="list-style-type: none"> <li>MCQs</li> <li>Formative assessments and yellow book tasks</li> <li>Time given over to ensuring consistency of quality across the key stages.</li> <li>Show and tell at the end to make teaching team aware</li> </ul>	<p>HJR, EAT and KS3 team</p> <p>Doesn't include CPH – what needs doing?</p>	Demonstrably improved formative assessment across the schemes of work at KS3.	
Whole School TLF 05.03.18	<p>Vocabulary and Communication</p> <p>Subject-Specific Hour: TBC as whole school training develops and as a result of reflections on IQ work already undertaken</p>			
TLF Subject 19.03.18	<p>Assessment – TBC, depending on progress and reflections thus far.</p> <ul style="list-style-type: none"> <li>Challenge current practice- are we doing what we say we're doing?</li> <li>FOUNTAINS ABBEY FOCUS !!!</li> <li>Can we radically change how we teach fountains – knowl and heaps of proper formo stuff for c.20 lessons, and then practice assessment and full essay work for final 7? (need both theory and site evid before essays can be written?)</li> <li>What is the thinking about the re-worked plan for when to go on the trip?</li> </ul>	Full-team reflection		Request for September trip to Nig Currie



TLF Subject 1 <sup>st</sup> Hour 2 <sup>nd</sup> Subject 16.04.18	<p>2<sup>nd</sup> Subject Hour: A-Level History Moderation of Personal Study marking. Pen on paper – as per last year, with more rigour about A02.</p> <p>Full team hour: Historical Thinking: teaching similarity and difference – how do we develop this thoroughly</p> <ul style="list-style-type: none"> <li>Hour 1 = seminar</li> <li>Hour 2 = resource building</li> </ul>	<p>CPH/EAT/KP/H JR</p> <p>HJR to lead</p>	<p>Developed understanding of knowledge and pedagogy about similarity and difference</p> <p>Enhanced lessons in every year group's work on similarity and difference</p>	
Whole School TLF 30.04.18	<p>Vocabulary and Communication</p> <p>Subject-Specific Hour: TBC as whole school training develops and as a result of reflections on IQ work already undertaken</p>			
Subject TLF (IQ Write Up) 14.05.18	<p><b>Planning in small groups – some elements of write up – use Research School resources and talk to Alex Quigley and Marcus.</b></p> <p><b>Work on individual research for Inquiry Questions.</b></p>			
Whole School TLF 04.06.18	<p>Vocabulary and Communication</p> <p>Subject-Specific Hour: TBC as whole school training develops and as a result of reflections on IQ work already undertaken</p>			

Subject TLF 18.06.16	KS3 exams and Y10 exams – <b>standardisation of marking and moderation</b>	HJR and EAT		
Disaggregated Time 25.06.18	<b>(TBC as of Sept 17). Current plan:</b>  <b>Curriculum Development</b> <ul style="list-style-type: none"> <li>▪ Use a checklist of things that should feature in every scheme of work: Vocab and comms, historical thinking, assessment for learning etc</li> <li>▪ Time given over to ensuring consistency of quality across the key stages.</li> <li>▪ Show and tell at the end to make teaching team aware</li> </ul>	HJR and EAT to co-ordinate	Demonstrably improved resources across the schemes of work.	
Subject TLF (IQ Fest) 02.07.18	What are we on the hunt for? Who do we need copies of?			
Subject TLF 16.07.18	<b>(TBC as of Sept 17). Current plan:</b>  <b>Curriculum Development</b> <ul style="list-style-type: none"> <li>▪ Use a checklist of things that should feature in every scheme of work: Vocab and comms, historical thinking, assessment for learning etc</li> <li>▪ Time given over to ensuring consistency of quality across the key stages.</li> <li>▪ Show and tell at the end to make teaching team aware</li> </ul>	HJR and EAT to co-ordinate	Demonstrably improved resources across the schemes of work.	