

1.) Learning, teaching and achievement

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

<p>Criteria In addition to high quality teaching that engages all pupils, and enables them to make good progress in lessons, you must evidence the following criteria:</p>	<p>Suggested Evidence (you may provide alternative evidence as appropriate)</p>	<p>Self-Assessment Comment</p>	<p>Assessor Comment</p>
<p>1.1 How well do the pupils understand the purpose of history? <i>Silver:</i> Many pupils see purpose and value in what they do and many understand what and why they do it. Pupils are generally well-motivated. <i>Gold:</i> Most pupils see purpose and value in what they do and fully understand what and why they do it. High levels of motivation among all types of pupil.</p>	<p>Evidence might include: pupil discussions; samples of marking and feedback</p>		
<p>1.2 How does history teaching impact upon learning and achievement? <i>Silver:</i> Good and varied teaching with relevant objectives that clearly develop pupils' learning (knowledge, understanding and processes). Teaching enables them to develop as independent learners. Good focus on raising attainment from relative starting points. <i>Gold:</i> Very good teaching with clear objectives deploying a wide range of approaches across the school is a hallmark throughout the school, focusing on the knowledge, understanding and processes/ methods. Strong focus on developing pupils as independent learners. Good success achieved throughout the school in raising achievement from pupil starting points. <i>NB: Variety might include enquiry and independent work, conceptual development, literacy and drama, communicating in a range of formats, ICT, effective questioning.</i></p>	<p>Evidence might include: monitoring and tracking data; classroom observation; schemes of work and lesson plans; co-ordinator or subject documentation; external feedback such as Ofsted; school data; discussions with pupils; video or ICT evidence</p>		
<p>1.3 How effectively are resources deployed to aid learning and achievement? <i>Silver:</i> A good range of resources are used, appropriate to the pupils' ages, abilities and interests. <i>Gold:</i> A wide range of resources are used consistently and effectively across the school. <i>NB: Resources might include written, ICT, oral, artefacts, fieldwork and visits, the effective use of groups and support staff.</i></p>	<p>Evidence might include: inventories or lists of resources; schemes of work and lesson plans; discussions with pupils and adults such as support staff; samples of pupil work across different years; classroom observation</p>		

1.) Learning, teaching and achievement (continued)

<p>Criteria</p> <p>In addition to high quality teaching that engages pupils, and enables them to make good progress in lessons, you must evidence the following criteria:</p>	<p>Suggested Evidence (you may provide alternative evidence as appropriate)</p>	<p>Self-Assessment Comment</p>	<p>Assessor Comment</p>
<p>1.4 THow does monitoring, marking and feedback help pupils make progress in history?</p> <p>Silver: The work of pupils is assessed according to valid history criteria and clear feedback is provided to pupils on their achievements and what they need to do to improve further. A range of assessment approaches are deployed and the information is used to inform teaching and learning.</p> <p>Gold: History monitoring focuses on historical knowledge, understanding and processes/methods. A clear strategy is adhered to throughout the school in guiding pupils to improve and develop historically. A wide range of appropriate assessment strategies are deployed systematically through the school and used to inform future teaching and learning.</p> <p><i>NB: Variety might include tasks focused on specific objectives, everyday monitoring, assessing a variety of types of product such as oral, written, self-assessment and peer assessment.</i></p>	<p>Evidence might include: assessment tasks and records; subject documentation; samples of pupil work; discussions with a range of pupils</p>		
<p>1.5 How well do pupils achieve in history relative to their starting points?</p> <p>Silver: Awareness by teachers of what it means to get better in history (progression). This is tracked and shows good achievement across different years and abilities.</p> <p>Gold: Effective tracking based on valid criteria for progression. These are used through the school by teachers. Good progress relative to starting points demonstrated widely across different years, teachers and groups of pupils.</p> <p><i>NB: Groups might include boys, girls, those with additional needs, gifted and talented, minority heritage.</i></p>	<p>Evidence might include: monitoring and tracking data; classroom observation; discussions with a range of pupils; feedback from others in the school such as parents, governors and senior managers; Ofsted feedback; whole-school evaluations; any shared performance management data; comparative data for other subjects; comparison with other schools or any national data</p>		

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 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, the following criteria should also be evidenced:	Suggested Evidence	Self-Assessment Comment	Assessor Comment
<p>2.1 How much status does history have in the school? (views of parents, time)</p> <p>Silver: History enjoys a good status, as demonstrated by good time allocations across the school and sound levels of resourcing, good support from senior leaders and governors, and a good reputation among other teachers and support staff as well as among pupils.</p> <p>Gold: History is seen as a prestigious subject area among those connected with the school, including other staff and governors, and pupils across the school. Good time allocations across the school and a good level of resourcing.</p>	<p>Evidence might include: timetable allocations; resource funding and allocation; school prospectus; prominent displays; a range of out-of-classroom opportunities such as visits; references in the local media such as newspaper or local radio; discussions with pupils, senior managers, governors or parents; community events and projects; celebrations of history achievement; involvement in competitions; assemblies; school website; rewards such as certificates and praise files</p>		
<p>2.2: How is history organised, administered and managed?</p> <p>Silver: Co-ordinator(s) has/have established or operates clear structures with a clearly defined role. The subject is well organised and managed.</p> <p>Gold: Co-ordinator(s) operate(s) to clearly defined structures and has a clear role, which is followed and understood by others in the school. Very good systems are applied consistently and efficiently.</p>	<p>Evidence might include: discussions with the co-ordinator; discussions with other school staff, including those teaching the subject and senior leaders; subject documentation such as policies, schemes, guidance, assessment, subject review and development plan; observing systems in operation; external review such as Ofsted evidence; meeting records; standardisation procedures; work sampling</p>		

2.) Leadership (continued)

Criteria:

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, the following criteria should also be evidenced:

Suggested Evidence

Self-Assessment Comment

Assessor Comment

2.3 How well does the school evaluate performance in history?

Silver: Valid criteria are used to identify performance, resulting in goals/targets/developments and intervention strategies being set that are meaningful and feasible.

Gold: The criteria used throughout the school demonstrate a good understanding of how performance can be monitored, and the results of this monitoring are evaluated effectively to set and achieve practical goals/targets/developments and any appropriate intervention strategies. Manageable and useful records are kept.

NB: Valid criteria can include the overall standards achieved by different pupils, different years and key stages, aspects that have worked well and less so, performance relative to other subject areas, measurement against national data such as Ofsted and other subject data, the views of pupils and others connected with the school, such as parents, and comparison with other schools (e.g. within a partnership or with other local schools). Manageable and useful records are kept of pupil performance through the school and used as part of the school's evaluation strategy.

Evidence might include:

self-evaluation evidence; development plans, goals and targets; discussion with staff and senior managers; wider school documentation; meeting notes relating to the subject

2.4 How well does the school support the ability of staff to deliver effective history?

Silver: A range of support is available and used to help history in the school.

Gold: Varied, extensive and targeted support is available to support those teaching history in the school, and involvement is encouraged and of a good level.

NB: Support can include co-ordinator training, in-school support, external courses, distance learning and membership of bodies such as the Historical Association.

Evidence might include:

CPD attendance; internal CPD procedures; staff – including support staff – records relating to history development; CPD strategies; any provided performance management data; discussions with senior staff and governors; lesson observation; mentoring schemes; subject/staff meeting evidence; membership and involvement of HA and other organisations and involvement in their CPD

3.) Curriculum

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

<p>Criteria</p> <p>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:</p>	Suggested Evidence	Self-Assessment Comment	Assessor Comment
<p>3.1 How broad, balanced and engaging is the history curriculum?</p> <p>Silver: Across the school, there is clear planning of the curriculum, with explicit consideration of progression, breadth and balance as well as consideration given to a motivating curriculum that challenges and engages pupils across the school. The curriculum covers any statutory requirements, as well as reflecting the cohort of the school and the country, and embraces a range of scales, including local, national and global, and a wide chronological timespan.</p> <p>Gold: A well-designed, coherent and progressive curriculum that considers knowledge, understanding and processes/methods in a coherent way that is appreciated and enjoyed by different types of pupil across the whole school cohort. Explicit focus is given to the statutory requirements as well as the needs of all pupils and the heritage of the pupils within the school and, more broadly, in the region and nation. A strong focus on inclusivity. A good, balanced coverage of different periods and geographical scales, including local/regional, national, European and global.</p>	<p>Evidence might include: history documentation, including curriculum overview, schemes of work and different lesson plans; pupil work; lesson observation; discussions with pupils and staff; displays and resources; monitoring evidence, including Ofsted and external reviews; school prospectus; school website; VLE</p>		
<p>3.2 How aware are pupils of links and connections between the history covered?</p> <p>Silver: Pupils can make a range of links and connections across periods, locations and themes covered across the years they are taught history.</p> <p>Gold: Pupils make a wide range of links and connections and can draw meaningful similarities and contrasts across different periods, locations and themes they have previously covered.</p>	<p>Evidence might include: curriculum plans; schemes of work; pupil discussions; samples of pupils' work</p>		

4.) Enrichment

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

Criteria In addition to an ethos where all pupils feel motivated and aspirational and where achievement in history is celebrated, the following criteria should be evidenced.	Suggested Evidence	Self-Assessment Comment	Assessor Comment
4.1 How good is the relationship between history and the rest of the school curriculum? Silver: History is explicitly considered and taught in other areas of the school curriculum. Gold: History is explicitly taught in a coherent way across a number of subject areas and cross-curricular themes. <i>NB: Examples might include literacy, numeracy, citizenship, thinking skills, PSHE, ICT, science, technology, geography, art and music.</i>	Evidence might include: schemes of work and lesson plans for a range of subjects; curriculum overviews; discussions with pupils; school website; lesson observation		
4.2 How does history beyond the classroom enrich the pupils' experiences? Silver: History makes an explicit and planned contribution outside the classroom. Gold: A systemic and coherent range of historical experiences is available to all pupils across the different years of the school. Evidence that this impacts on history learning. <i>NB: Experiences can include visits, special events/ weeks, clubs, the involvement of the wider history curriculum, such as history professionals in the community, including museums, libraries, site managers and education officers and, if possible, local Historical Association branches.</i>	Evidence might include: schemes of work and lesson plans; policies; pupils' work; school and classroom displays; visual evidence; objects and artefacts; pupil discussions; discussions with others such as senior managers, parents and governors; visit records/documentation; discussions with others outside the school, such as museums and sites)		
4.3 How well does history contribute to the school's online communications? Silver: History contributes to the school's website and/ or VLE. Gold: History enjoys a separate identity on the school's website and probably VLE, which is used actively to promote the subject and disseminate good practice.	Evidence might include: school website; VLE; pupil discussions		