

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 all 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
<p>1.1 How does teaching impact upon achievement? How good is history teaching? How effectively does teaching enable all pupils to make progress?</p> <p>Silver: Teaching is consistently good Gold: Teaching is consistently outstanding</p>	Pupil voice/Lesson observations		
<p>1.2 Teaching and learning: How much progress do pupils make in lessons? How do you know?</p> <p>Silver: Teachers across the school use a variety of appropriate teaching strategies to develop pupils' knowledge, skills and understanding, and teaching shows an emphasis upon developing independent investigative approaches. Evidence is utilised to support progression. Many pupils show evidence of effective learning and progression in knowledge, concepts and processes in lessons.</p> <p>Gold: Teachers across the school 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. Teaching reveals a drive for independent investigative learning and strategies are sharply focused upon this. 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.</p>	Pupil monitoring and tracking data in history/ School and national monitoring data/ Lesson plans and observations/ Ofsted feedback/ Assessment records		
<p>1.3 How effectively are available resources deployed for the teaching of history?</p> <p>Silver: The school uses its available resources effectively to deliver the planned history curriculum. The classroom environment encourages learning. Teaching assistants are effectively used to enhance and aid learning where appropriate. Where available, ICT is used effectively as a resource.</p> <p>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. The classroom environment and displays are engaging, clearly support learning and progression, and are used to that end. Teaching assistants are clearly integral to planning and delivery. Any available ICT is used to enhance learning and its use is supported by a clear rationale.</p>	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 agencies1.) Learning and Teaching (continued)		

1.) Learning and Teaching (continued)

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
<p>1.4 Understanding among pupils of purpose of study: How well do pupils understand the purpose of studying history? How do you know?</p> <p>Silver: 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.</p> <p>Gold: Pupil perceptions of the subject are sought and used to inform progress, curriculum design and subject development. 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.</p>	Pupil voice meetings or interviews/ Lesson observations/ Samples of marking and feedback		
<p>1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?</p> <p>Silver: Marking and feedback across the school enables pupils to make good progress.</p> <p>Gold: Pupils engage with consistently high quality marking and feedback across the school and use it to make outstanding progress in the subject. Pupils purposefully evaluate each other's work in a variety of ways and there are opportunities for them to reflect upon their work through self- and peer-assessment.</p>	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 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
<p>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?</p> <p>Silver: The school is a member of the Historical Association. The department works creatively at using any subject-specific professional development tools available to them to support teacher development. This could range from accessing paid-for CPD courses, to seeking out low-cost or funded CPD opportunities or the use of Teaching History journal to support departmental learning.</p> <p>Gold: The school is a member of the Historical Association and the department works creatively to get the best professional development benefit from the HA through the journal and CPD opportunities offered. The department has up-to-date knowledge and participates in an effective subject-specific programme of CPD through the routes available to the department. History CPD is clearly matched to needs identified through self-evaluation. Evidence shows that CPD undertaken has made an impact on learning and teaching. The school makes an active contribution to CPD in the wider history community, including partner schools networks or conferences. There may be evidence of study at a higher level through funded programmes.</p>	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		
<p>2.2 Organisation and management: What structures for organising and administering history are in place?</p> <p>Silver: There are clear structures for organising and administering history in the school.</p> <p>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.</p>	Ofsted feedback/ Marketing of the subject within the context of whole-school needs/ Timetable information/ Interviews/Evidence of response to new demands such as the 2014 curriculum redevelopment/Meeting records		

2.) Leadership (continued)

<p>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 and evidenced through CPD, planning, learning and teaching, the following criteria should also be evidenced:</p>	Suggested Evidence	Self-Assessment Comment	Assessor Comment
<p>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 history development plans accurately highlight areas for improvement and make links to wider priorities and whole-school improvement. Gold: The head of department consistently provides highly effective strategic leadership. Standards in history are accurately identified and externally verified and shared with governors/SLT and whole 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. History teachers can evidence positive impact of changes made.</p>	<p>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</p>		
<p>2.4 Support of staff: How effectively does the subject leader support specific staff? How is the subject leader supported? Silver: The head of department or their appointed representative provides regular support for identified staff within the subject and provides opportunities for them to expand their competence and take the lead. The head of department is supported by senior leadership in order to effectively carry out their role. Gold: The head of department or their appointed representative provides effective support for identified staff 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. Teachers in the department are clearly encouraged to be leaders and are able to reflect upon their leadership skills. There is strong support for the subject leader and the subject from senior leadership. The subject leader is actively supported and encouraged to develop and grow in their role.</p>	<p>Meeting notes/Lesson observation feedback/ Mentoring schemes and meetings/Progress tracking information/ SEN department/Teacher and TA interviews</p>		

2.) Leadership (continued)

<p>Criteria:</p> <p>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:</p>	Suggested Evidence	Self-Assessment Comment	Assessor Comment
<p>2.5 Status of history: How is the high status of history reflected within the school and beyond?</p> <p>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.</p> <p>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 hard to maintain this profile beyond the school.</p>	<p>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</p>		
<p>2.6 Views of parents: How effectively do the views of parents support improvements in history provision?</p> <p>Silver: Parental feedback /evaluation of the subject is sought as part of a whole-school policy in all subjects, and feedback is generally good.</p> <p>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. Feedback is used to make positive change.</p>	<p>Parent surveys/Online comments/Newspaper cuttings/Parent meeting notes</p>		

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
<p>3.1 Broad and balanced curriculum: How does history contribute to the delivery of a broad and balanced curriculum?</p> <p>Silver: History is taught discretely as part of a broad and balanced curriculum at the school. In any curriculum model, sufficient time is set aside to do good history and it is in line with other humanities subjects in the school. The history curriculum provides plentiful cross-curricular links to other subject areas that serve to enrich learning.</p> <p>Gold: History is taught discretely as part of a broad and balanced curriculum at the school. The value of individual subjects is recognised by school leaders and reflected in the timetabling of the whole-school curriculum. Sufficient time is set aside to do outstanding history and it is in line with other humanities subjects in the school. History also features in other areas of the planned school curriculum. The department works creatively with other subject areas to exploit cross-curricular links in order to deepen learning in history and linked subjects. The history department ensures consistency and a smooth transition, through working with primary feeder schools.</p>	Curriculum overview plans/Schemes of work/ Assessment/Ofsted inspection notes		
<p>3.2 How broad and balanced is the history curriculum?</p> <p>Silver: There is a broad, balanced and cohesive range of chronological periods, geographical scales, areas and perspectives of history within the planned curriculum across the school. Historical concepts and processes are addressed within curriculum planning. Content is inclusive, engaging and reflects the diversity of Britain. 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.</p> <p>Gold: There is a broad, balanced and cohesive range of chronological periods, geographical scales, areas and perspectives of history within the planned curriculum across the school. Concepts and processes are well-embedded through a wide range of topics, which are innovative and inclusive, reflecting the diversity of Britain. There is clear evidence of increasing challenge across the whole history curriculum. The history curriculum is designed to fit well with other subject areas. 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.</p>	History handbook/ Timetabling structures/ Policies/Schemes of work/Lesson observations/Teacher and pupil interviews/ Prospectus/School website		

3.) Curriculum (continued)

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
<p>3.3 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding?</p> <p>Silver: Enquiry approaches are effectively used to develop the pupils' historical and research skills.</p> <p>Gold: A broad range of approaches to historical enquiry are used to develop pupils' historical skills, which have shown impact on pupils' depth of knowledge and understanding, as well as their independent research skills.</p>	Schemes of work/ Lesson plans/Pupil work/ Displays/Project work and development		

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 In addition to an ethos where all pupils feel challenged, motivated and aspirational, the following criteria should be evidenced.	Suggested Evidence	Self-Assessment Comment	Assessor Comment
4.1 How well do all pupils learn and achieve in history in comparison to their relative starting points? Silver: All pupils learning history are challenged and inspired to achieve 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. All 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/Progress 8 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 all pupils achieve their potential? Silver: History has established monitoring and tracking systems that are used throughout the school to assess, record and feed back to parents and pupils. Gold: History has established tracking systems that are used across the school to assess, record and analyse progress, identify needs and targets, and provide history provision that can be personalised according to identified individual needs. The impact of any intervention is monitored.	Monitoring and tracking data for history/ Intervention reporting/ Data analysis/Progress 8		
4.3 Progression: How well do pupils achieve overall in history across all key stages? 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 the key historical knowledge, concepts and processes that enable pupils to make good progress across the school towards achieving their targets. Gold: In addition, the department is able to evidence the impact of the use of strategies in enabling pupils to achieve or go beyond their targets. Pupil work clearly demonstrates a learning journey and continuity of progress.	Lesson plans/Schemes of work/Strategy plans/ monitoring and tracking data/Progress 8/Student work/ Assessment and examination evidence/ Ofsted feedback		

4.) Achievement (continued)

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

Criteria	Suggested Evidence	Self-Assessment Comment	Assessor Comment
In addition to an ethos where all pupils feel challenged, motivated and aspirational, the following criteria should be evidenced.			
4.4 Achievement is celebrated: How well is achievement celebrated within the school? Silver: An ethos where personal achievement is valued in history for all pupils at all levels is evident within lessons. Gold: An ethos where personal achievement in history for all pupils at all levels is evident 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 and/or A-level 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 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 and local community? 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 Learning environments: How do learning environments 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 school's 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 and/or VLE, which is actively and effectively used to promote the subject, good practice and learning to the audience in a variety of ways. Pupils' work and achievement is 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.) Enrichment (continued)

Criteria 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
<p>5.4 Community links: How is the wider community involved in history education at the school and beyond?</p> <p>Silver: The school is developing community links to inform and enhance the learning and teaching in the subject, e.g. links with community projects, heritage/ history organisations or local HA branches. Attention is given to learning outside the classroom.</p> <p>Gold: The department is proactive in supporting pupils in developing effective community links that have an impact 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.</p>	Schemes of work/ Record of school and community projects or events/ Records of visits/ Participation in community schemes		
<p>5.5 How does the department contribute to the wider local community?</p> <p>Silver: The department participates with local community heritage and history projects and/or competitions.</p> <p>Gold: The department actively seeks and develops partnerships beyond the school and participates in projects and/or initiatives that will enhance pupil experience as well as benefit the community. The history department plays an active role in disseminating and sharing practice with other schools in the community.</p>	Evidence of partnership work with local or national heritage organisations, archives or museums. Project work involving community partners or with other schools. Involvement in or leadership of a schools' history network at local level.		

6.) Other

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