

DfES 0733/2002

Foundation subjects: history audit and action plan example 1: background information

1. This history department is in a 11–16 school which has c.750 pupils on roll. Pupils are drawn from a wide area including a small industrial town and the outlying rural areas. The area has a socio-economic context which is broadly average and the annual intake represents the full range of ability and attainment. The profile of attainment on entry to the school is skewed towards average and below. The number of pupils entitled to free school meals is broadly average for this type of school nationally but is higher than local averages. There are very few pupils from minority ethnic groups and about 10% of those on roll have Statements of Special Educational Needs, mainly in relation to moderate learning difficulties.
2. The Head of History has been in post for five years. In addition to the Head of Department, there is one other history specialist who is also a Head of Year and two non-specialists who teach approximately 10% of the Key Stage 3 classes.

Note:

Paragraph 1 above is based on the most recent Ofsted report. The only edits were to remove anything which identified the geographical location of the school.

Paragraph 2 is contextual information, provided by the consultant, which is felt to be relevant to the interpretation of the audit.

Key Stage 3 National Strategy

Heads of Department

Status: Recommended

Date of issue: 02/01
revised 09/01

Ref: DfES 0756/2001

Auditing a subject in Key Stage 3: History

Name of School:	N/a
Headteacher:	Mr Salt
Subject being audited:	Foundation subjects: history audit and action plan example 1
Senior manager with oversight of this subject:	Mr P. Paul
Head of department	Mr W. Hadrian
Other staff with responsibility, eg. literacy co-ordinator or SENCO:	Mrs H. O'Year, Mr N. Specialist, Mrs N. Specialist
Date of completion of audit:	June 2001

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Introduction

This booklet is to help a department or faculty to decide on priorities for strengthening its work and to draw up an action plan to improve standards in the subject. It can be used to supplement the whole-school development plan.

The audit is best carried out in the summer term when a wider range of information on pupils' performance is available. A senior manager and the head of department or faculty are likely to lead it, but all staff in the department should be included in discussions and contribute to the gathering of evidence.

Many of the judgements needed can be made through discussion in two or three departmental meetings. Others will arise from analysing test and examination data, looking at samples of pupils' work and marking, referring to records of pupils' progress and from observing lessons. Information from lessons that have already been observed as part of the school's normal routines can be used, perhaps supplemented by observation of a further small sample of lessons across Key Stage 3. The gathering of evidence, especially lesson observations and scrutiny of pupils work, will need to be planned carefully over a few weeks, since it may require the equivalent of two days of the head of department's time.

The use of best-fit phrases and tick boxes throughout the booklet helps to keep recording to a minimum. Once the possible points for action in each section have been determined, the head of department can complete the action plan. Senior managers and departmental staff will then have a clear view of the overall developments that are needed and how best to use the professional support of a Key Stage 3 consultant.

Standards in Key Stage 3

Based on last year's KS3 test results and teacher assessments, how do the overall standards achieved by pupils compare with national averages? You could refer to the benchmark information in the DfES's Autumn Package.

Tick boxes or enter grades as appropriate.

All subjects

Overall trends over three years.

Trends over three years	risen significantly	risen a little	stayed about the same	fallen
Over the last three years, pupils' attainment in the subject on entry to Year 7 has:			✓	
Over the last three years, pupils' attainment in the subject by the end of Key Stage 3 has:		✓		

2000 English data

2000 mathematics data

2000 science data

Core subjects only

Percentage of all pupils attaining level 5 and above

Attainment in KS3 tests:	National averages		
	above	in line	below
Proportion (%) of all pupils achieving level 5 and above was:		67	50 57
Proportion (%) of boys achieving level 5 and above was:	73	64	43
Proportion (%) of girls achieving level 5 and above was:			59 61 49
Proportion (%) of all pupils achieving level 6 and above was:			16 38 20
Proportion (%) of boys achieving level 6 and above was:		37	14 23
Proportion (%) of girls achieving level 6 and above was:			19 39 17

PANDA grade for last year's KS3 tests in the subject in comparison with all schools:	E C D
PANDA grade for last year's KS3 tests in the subject in comparison with similar schools:	E B C

Non-core subjects only

Percentage of all pupils attaining level 5 and above in history

Attainment in KS3 tests:	National averages		
	above	in line	below
Proportion (%) of all pupils achieving level 5 and above was:		62%	
Proportion (%) of boys achieving level 5 and above was:			51%
Proportion (%) of girls achieving level 5 and above was:		72%	

Attainment and progress in KS3 of different groups of pupils

Analysis of data	fully in place	partly in place	not in place
The department analyses its assessment, attendance and other performance information by year group, gender, ethnicity and background of pupils.		✓	

Consider the following groups and any others particularly relevant to your own school or department. You should consider gender as a general issue within each of the groups.

pupils in **different year groups**

pupils from **different sets**

pupils with **special educational needs**

pupils who are **high attainers** in the subject

pupils learning **English as an additional language**

pupils from **ethnic minority** communities

pupils from **travelling** communities

How does the attainment and progress of different groups of pupils compare with the general national and LEA profile? You could use the value added and benchmark information in the DfES's Autumn Package.

Comments on noticeable differences in the attainment and progress of particular groups:

- At KS3 girls generally do better than boys but at KS4 boys have outperformed girls over the last two years.
- Pupils in the first and fourth quartiles tend to add more value than pupils in the middle two quartiles of the ability range.

What could be done?

Where relevant, list up to two action points directed at addressing differences in progress or attainment of:

Different year groups, sets or classes, including differences between boys and girls

- Implement strategies for raising boys, achievement.
- Ensure a wide range of teaching and learning strategies are incorporated into the scheme of work, including the development of historical skills via ICT.

Pupils learning English as an additional language

-
-

Pupils with SEN, or gifted and talented pupils

- Continue to differentiate resources to ensure access and challenge for all. Incorporate these into both short and medium-term planning more explicitly.
- Ensure SEN colleagues teaching history are supported in their planning and are involved in discussions which focus upon the quality of teaching and learning in history.

Pupils from particular communities

-
-

Attainment in different aspects of the subject

Based on the department's records of pupils' progress and pupils' self-assessments, are there any aspects of the subject where pupils show particular strengths or weaknesses? If so, record them here. You may want to use for comparison purposes those documents that are relevant to the subject, eg. National Curriculum level descriptions; key objectives for Years 7, 8 and 9 where available; the expectations set out in the Framework for teaching English: Years 7, 8 and 9 and the Framework for teaching mathematics: Years 7, 8 and 9.

Year 7, high attainers	Year 7, middle attainers	Year 7, lower attainers
Many adopt a 'minimalist' approach to written work. Extended writing achieved in sorting frames and/or writing frames. Need to encourage proof reading for errors.	Careless reading of sources and text in general. Extended writing needs support mechanisms. Few links/connections made in reasoning tasks.	Literacy – difficulty in identifying relevant information for a particular enquiry. Ability to organise and communicate this information needs developing. Need to read and listen to instructions carefully.
Year 8, high attainers	Year 8, middle attainers	Year 8, lower attainers
Beginning to feel more confident in extended writing. Beginning to be less reliant on support mechanisms. Proofreading of work becoming more established. Evaluation skills need developing.	Insecure in making links between points/themes. Do not always scan text for key words and phrases. Insecure when summarising key points of text. Evaluation skills weak.	Becoming more able to tackle extended writing but only when structures are provided via sorting frames, writing frames, course cards, shared reading, modelling.
Year 9, high attainers	Year 9, middle attainers	Year 9, lower attainers
Extended writing well developed. Beginnings of substantiated conclusions. Evaluation of sources less secure, especially reasons for reliability/reality. Ability to frame questions for an enquiry still needs developing.	Extended writing developing but still reliant on structural support mechanisms.	Ability to organise and communicate without support limited. Many struggle to see links/connections between themes.

What could be done?

List up to two action points to improve pupils' attainment in each group.

Year 7

- Identify opportunities in the scheme of work for the explicit teaching of reasoning skills – use this to inform short-term planning.
- Identify opportunities in the scheme of work for the explicit teaching of information processing skills – use this to inform short-term planning.

Year 8

- Identify opportunities in the scheme of work for the explicit teaching of reasoning and evaluation skills in relation to sources and historical interpretations – use this to inform short-term planning.
- Use teaching strategies designed to encourage pupils to see links, e.g. 'odd one out'; 'cup broke exercise'.

Year 9

- More explicit teaching of evaluation skills in relation to sources and historical interpretations – develop resources and flag up opportunities in the scheme of work.

Pupils' attitudes and behaviour

Base judgements on staff discussions, lesson observations and, where possible, talking to pupils about their work.

Tick the most appropriate boxes.

In general:	Virtually all pupils	Most pupils	Some pupils	Relatively few pupils	Insufficient evidence
Pupils show an interest in learning the subject and have positive attitudes towards it		✓			
They listen attentively to their teachers and to each other		✓			
They answer questions willingly, explaining and demonstrating their ideas clearly using subject-specific vocabulary			✓		
They present written and graphical work carefully			✓		
They concentrate and try hard, even when the work is demanding			✓		
They show some initiative and can plan and organise their work without direct supervision; for some of the time they work independently			✓		
They respond positively to suggestions for improving their work.			✓		
They complete homework tasks conscientiously			✓		

Are there any noticeable differences in pupils' attitudes or behaviour between different year groups, classes or different groups of pupils? If so, note them here.

Attitudes of more able pupils generally positive.

Attitudes and behaviour of average and lower ability more inconsistent, especially when set challenging work.

Current Year 8 cohort have a significant percentage of poorly behaved and less motivated boys – a whole-school issue.

Preponderance of boys in lower ability groups – has an impact on the working ethos.

What could be done?

List up to three action points to improve pupils' attitudes and behaviour.

- Review and rewrite marking policy: ensure criteria used are 'quality' based. Ensure policy encourages pupils to read and respond to comments about tasks completed.
- Incorporate more activities to promote and develop independent learning for pupils of all abilities.
- Ensure the range of activities/strategies used in lessons are appropriate to the ability of pupils and the gender mix.

Planning

Schemes of work and medium-term planning

How effective is your planning in Key Stage 3 overall? Check your practice against the following questions and tick the appropriate boxes.

Does your medium-term plan/scheme of work:	usually	sometimes but not always	rarely
outline the work pupils will be taught over the year and each term, with the time or number of lessons to be allocated to each topic?	✓		
specify learning objectives in line with expectations in the English or mathematics Frameworks, the NC programmes of study/QCA schemes of work, or agreed syllabus?	✓		
provide breadth and balance across all aspects/attainment targets of the subject?	✓		
identify when and how to develop cross-curricular skills, such as:	literacy;	✓	
	numeracy;		✓
	ICT;	✓	
	thinking skills and problem solving?	✓	
consciously build on work done in the subject at Key Stage 2?			✓
specify special provision for pupils who need it, eg.	'catch-up' for Year 7 pupils who transfer at level 3;		✓
	support for pupils with SEN;		✓
	support for pupils with EAL?		
provide regular opportunities to make connections between different aspects of the subject and to revisit aspects/topics?		✓	
build in time for regular review and self-assessment of pupils' knowledge, skills and understanding?	✓		

What could be done?

List up to two action points to improve medium-term planning.

- Build differentiation more specifically into the scheme of work via Foundation/Core/Extension approach currently in use.
- Ensure Core assessment tasks used in KS3 are revisited, revised and rewritten (where appropriate). Develop new ones where need arises. They are to be flagged in SoW 2001–2002.
- Ensure opportunities for addressing thinking skills are flagged in the SoW (over a rolling 3 year programme). Year 7 units to be completed 2001–2002 academic year.
- Take greater account of Year 6 results and other entry data to establish 'settled' history groups from the beginning of Year 7. This data to inform initial planning.

Short-term planning

Effective short-term or day-to-day planning is a key element of the Key Stage 3 Strategy. The main task of short-term planning is to explain what, how and when pupils are to be taught and to identify the activities to promote, extend and consolidate their learning.

Do your short-term (day-to-day) plans for a unit of work:	usually	sometimes but not always	rarely
identify clear objectives for what pupils are to achieve in a lesson, based on the medium-term plan?		✓	
indicate the key subject vocabulary to be emphasised?		✓	
outline the main teaching inputs, and key points for teacher exposition, modelling and questioning?		✓	
outline the focus for development of the lesson, including the main tasks and activities for pupils, and the time these are to take?		✓	
outline expectations for higher attaining pupils, and any extended tasks for them?		✓	
indicate which pupils will receive extra support during lessons, and any modifications or simplifications of tasks and activities for them?			✓
indicate the essential resources needed, including relevant sections of published materials, practical equipment, and the use of ICT?		✓	
outline key points to be summarised or addressed at the end of the lesson?		✓	
indicate, as relevant, homework assignments?		✓	

What could be done?

List up to two action points to improve short-term planning.

- Develop and use an 'agreed' lesson plan proforma to convert medium-term plan into specific short-term planning – this should include a starter and plenary section.
- Ensure short-term planning has a specific thinking skills focus/element wherever possible – information processing, reasoning, enquiry and evaluation. Strategies for explicitly teaching these should be highlighted in planning.

Teaching

Initial impressions, based on departmental discussions, can be recorded first. The head of department and a senior manager will also need to use information from lessons in the subject that have already been observed as part of the school's normal routines, and/or specifically observe over a period of time a sample of lessons across Key Stage 3. Record here whether lessons have the key features listed below.

Key: 1. the feature is well established 2. the feature is evident in some lessons but not all 3. the feature is not yet part of practice	Initial impression 1/2/3	Observed evidence 1/2/3	Comments/action
Expectations of the level of work and pupils' behaviour are high; there is a productive working atmosphere.	2	2	Lesson observation of core history. Staff show high expectations. Standard variable with non-specialists. Internal and external observations.
Teachers have a good knowledge of the subject. They and their pupils use subject-specific vocabulary correctly.	2	2	Some non-specialists have a more limited subject knowledge. Second historian trained as a PE specialist – knowledge much improved. Subject word lists need updating for 2002 – normally displayed in classrooms.
Teachers tell pupils what they are expected to learn in a lesson, and pupils understand which objectives/targets are being addressed.	2	?	A feature of both HOD's and second historian's lessons. Cannot comment on non-specialists as no system for lesson observation/monitoring of lesson plans in place.
Lessons are well structured; a variety of activities is used so that pace and momentum are maintained.	2	2	Scheme of work indicates a range of activities. Internal and external lesson observations 1997–2001 (Ofsted school improvement: literacy pilot). Comment on crisp pace of lessons and activities appropriate to pupils' ability.
Teachers actively teach the whole class or groups throughout lessons, they communicate an interest in and enthusiasm for the subject to pupils.	2	?	Lesson observation shows this to be taking place with specialists: lack of systems for observing non-humanities staff makes it difficult to comment on.
Group work is purposeful, focused and well-paced. Routines are established which support independent learning.	2	2/3	This is more evident with more able pupils who have appropriate social skills. This aspect needs revisiting and strategies to encourage more focus need to be implemented.
All pupils are expected to be engaged and to contribute through a range of opportunities for participation.	2	2	Need to try to be more specific about reaching as many pupils as possible in lessons especially those who take 'back seat'. Specifically plan groupings to ensure pupils stay engaged.
Pupils receive oral and written feedback targeted at improving their work.	2	3	Monitoring of marking reveals inconsistency in written feedback. See attached HOD monitoring/SMT monitoring document (<i>not available</i>).
There are sufficient opportunities in some lessons for all pupils to think analytically or creatively, or to reason.	2	2	Different approaches used – SoW' indicates a range of brainstorming, problem solving, etc. activities. Evaluation/analysis of sources and interpretation skills need more explicit attention, particularly for less able. Able pupils need more extension in this aspect.

[continued opposite]

Key: 1. the feature is well established 2. the feature is evident in some lessons but not all 3. the feature is not yet part of practice	Initial impression 1/2/3	Observed evidence 1/2/3	Comments/action
Teaching is inclusive, ensuring that all pupils are challenged and supported effectively and are fully involved in the lesson; including; high-attaining pupils; those with SEN; those with EAL.	1	1	<ul style="list-style-type: none"> – Setting of pupils at KS3 allows for this – this process is to be introduced earlier, in Year 7, in 2001/2002. – Use of differentiated materials/ approaches becoming much more established. – More specialist teaching and team teaching of SEN pupils. – Use of classroom assistants for additional targeted support with less able.
A purposeful plenary, normally at the end of a lesson, helps pupils to consolidate key aspects of the lesson and deepen their knowledge and understanding.	2	2	This aspect needs to become more established, especially when an activity/series of activities take place over several lessons.
If available, support staff are deployed effectively during whole-class and group time.	N/A previously	N/A previously	See above for classroom assistants. Teacher support used to target less able pupils.

Are there any noticeable differences between the teaching of different year groups or different groups of pupils? If so, note them here.

- Differentiated teaching styles and resources are used to cover the same material to groups of different abilities, with greater support for average/less able pupils – WHAT > HOW > WHY model used when appropriate.
- Greater use of teacher modelling with less able group – also shared/guided reading and writing.

Where observed evidence indicates that an aspect of teaching is less effective than initial impressions had suggested, it will be important to decide how best to work with staff to introduce or strengthen those features.

What could be done?

List up to three action points to strengthen teaching.

- Use of lesson planning proformas to ensure all aspects of lessons are carefully planned – starter, objectives, key questions. grouping issues, plenaries, etc.
- Extend use of teacher modelling to more able groups – also guided/shared reading and writing as a tool to extend thinking and build pupil confidence.
- Peer observation of lessons – to share good practice and opportunities to discuss issues raised – following whole school coaching system which is to be trialled 2001/2002.

Assessment

Tick the relevant boxes.

Do your assessments match these criteria?	fully in place	partly in place	not in place
Assessment is for learning, not just of learning. It is based on objectives from the subject's scheme of work or key objectives in the English and mathematics Frameworks. It is used to guide lesson planning and identify the particular help that individuals and groups of pupils need.		✓	
Whole classes or groups of pupils have curricular targets for improvement, drawn from objectives from the scheme of work or key objectives in the Frameworks. Individual targets for pupils with SEN are incorporated in IEPs.		✓	
There is a system for tracking pupils' progress against their targets and for responding to pupils who fall behind.		✓	
Marking includes teachers' comments which show clearly what a pupil needs to do to improve. A response from pupils is expected.		✓	
Test papers/assessment assignments are analysed to identify pupils' errors or misconceptions, and pupils are made aware of these. Particular attention is paid to the quality of pupils' reading and writing under test conditions.		✓	
Records are manageable and useful for teachers. Individual records, incorporating pupil targets, are kept for pupils whose progress is markedly different from the norm.			✓
Pupil self-assessment is expected and respected and used as part of the assessment record.		✓	

What could be done?

List up to three action points to improve assessment.

- Produce subject specific 'SMART' targets for feedback to pupils – implement September 2001.
- Use identified core assessments to track a sample of pupils – track progress against predicted achievement based on KS2 transfer data.
- Review use of pupil self-assessment from September 2001, including the end of unit review sheet, which needs to encourage pupils to:
 - focus on key questions and skills to be covered
 - set themselves three targets
 - review knowledge and understanding gained (against key question); skills developed and whether targets have been met at the end of unit. This must then inform target setting for the next unit.
 Restructure pupils' self-evaluation proforma to accommodate these developments.

Management of the subject and general issues

This section is not designed to give comprehensive coverage of management issues but focuses on those aspects that are particularly relevant to raising achievement.

Action planning	fully in place	partly in place	not in place
Are targets set for the proportions of pupils achieving particular levels in the subject?		✓	
Is there a departmental action plan to meet the targets?		✓	
Is the plan monitored regularly by the HOD and SMT?		✓	
When senior managers monitor developments in the subject, do teachers receive feedback?		✓	
Are the findings from monitoring linked to a programme of professional development for staff?		✓	

What systems help to strengthen the quality of teaching in the subject:	fully in place	partly in place	not in place
a cycle of lesson observations with feedback?	✓		
regular support with planning?		✓	
regular moderation of pupils' work?		✓	
regular sampling of marking and pupils' responses?	✓		
regular departmental discussions about the quality of teaching and learning?		✓	
a planned professional development programme for staff?		✓	

What could be done?
List up to three action points to improve the management of the subject.
<ul style="list-style-type: none"> ■ Ensure new revised and restructured KS3 Portfolio is in place by dates identified in Departmental Development Plan. Moderation meetings to take place and to include all staff teaching a particular year group. ■ Prioritise departmental meeting time to support planning and discussions about the quality of teaching and learning in history – timetabled programme 2001/2002. ■ Set targets for percentage of pupils achieving levels in history 2002 and 2003 using KS2 transfer data. Use 'TARGETER' (school based pupil tracking software programme) to monitor pupil progress against these predictions. Analyse data to identify issues, e.g. staff, ability/gender groups, quartiles, etc.

Action Plan

Review the possible action points identified earlier and decide on up to six key priorities to improve standards in the subject. Use the table below, or a similar one, to record your priorities, photocopying extra sheets as needed.

Priority 1	Introduce the explicit teaching of thinking skills (information processing, reasoning, enquiry, evaluation) into all Key Stage 3 lessons. Plan to ensure progression in developing thinking across the key stage.		
Success criteria and/or target(s)	<ul style="list-style-type: none"> ▪ Specific types of thinking to be planned into the scheme of work (Year 7 in 2001/2) and into all lesson plans by February 2002 (see Priority 2). ▪ Strategies for supporting pupil reflection as part of the lesson plenary to be developed and trialled by the two specialist history teachers – by February 2002. These will form the basis of training for all teachers of history – by July 2002. ▪ A 'model', which identifies progression in thinking skills and conceptual understanding in history, to be developed by March 2002. This will inform future medium-term planning for Key Stage 3. ▪ Improved behaviour and attainment, especially amongst boys, can be observed in lessons and from collecting data from pupils. 		
Action(s)	<ol style="list-style-type: none"> 1. Identifying opportunities in scheme of work for teaching identified thinking skills. 2. Develop appropriate resources to explicitly deliver thinking skills. 3. 'Incorporating thinking skills into short-term planning' – school based departmental training and collaborative planning session led by consultant. Focus particularly on the characteristics of a 'thinking skills' lesson, especially the role of debriefing for metacognition (use LEA BPRS 'thinking skills' video). 4. Observe lesson for characteristics identified in last session. 5. Evaluate effectiveness of resources produced <ul style="list-style-type: none"> Year 7 to be addressed 2001–2002 Year 8 to be addressed 2002–2003 Year 9 to be addressed 2003–2004 	Person responsible	Timing or deadline
Resources	<p>Time – to audit current practice, develop appropriate resources: evaluate effectiveness of resources.</p> <p>Money – resources, reprographics.</p> <p>Hardware – OHPs for both history rooms – specific costs to KS3 strategy manager and VCR to video lessons (remember to complete booking form).</p>		
Consultant support	<ul style="list-style-type: none"> ▪ Assist HOD in planning for progression in thinking skills and concepts for KS3 ▪ Lesson observation and sample pupil interviews. 		
Monitoring	<ul style="list-style-type: none"> ▪ Sampling of Year 7 units in scheme of work by HOD and consultant. ▪ Sampling of lesson plans/resources developed – HOD and HOY. ▪ Sampling of pupils' work by HOD and HOY. ▪ Lesson observations by consultant and peers. ▪ Sampling of pupils views via small group interviews. 		

Action Plan

Review the possible action points identified earlier and decide on up to six key priorities to improve standards in the subject. Use the table below, or a similar one, to record your priorities, photocopying extra sheets as needed.

Priority 2	Formalise short-term planning across the department through the introduction of an agreed lesson proforma for Key Stage 3.															
Success criteria and/or target(s)	<ul style="list-style-type: none"> ▪ A lesson proforma which includes 'starter activity', 'plenary', 'learning objectives', 'success criteria' and 'thinking skills' planning sections (minimum) is devised collaboratively by all teachers of Key Stage 3 history (by December 2001). ▪ At least three exemplar lesson plans, each written by a different member of the department, will be provided to demonstrate effective short-term planning. ▪ The agreed 'template' is used consistently by all colleagues teaching history in planning all Year 7 lessons. Though it may not necessarily be 'filled in' for most lessons, the planning would be apparent to an observer. ▪ Improvements in the quality of learning and pupil behaviour are apparent in school improvement lesson observations (when compared with last year's SMT report). 															
Action(s)	<ul style="list-style-type: none"> ▪ Attend LEA central module training led by TLF consultant on 'starters', 'plenaries', and 'engagement'. ▪ Produce lesson planning proforma – involve all teachers of Key Stage 3 history, with consultant support. ▪ All teachers of Year 7 history to write one exemplar lesson plan each – to be evaluated at departmental meeting. ▪ Lesson observations to evaluate the success of the new lesson planning proforma 'in action' (incorporating thinking skills strategies – see priority 1). ▪ Use proformas to plan all Year 7 2001 lessons in KS3. ▪ Evaluate the effectiveness of the proformas as a planning tool. 	<table border="1"> <thead> <tr> <th>Person responsible</th> <th>Timing or Deadline</th> </tr> </thead> <tbody> <tr> <td>HOD and HOY</td> <td>24 Sep 2001</td> </tr> <tr> <td>HOD with consultant support</td> <td>19 Oct – am only</td> </tr> <tr> <td>HOD/HOY/NS</td> <td>21 Nov 2001</td> </tr> <tr> <td>HOD/consultant</td> <td>5 and 7 Dec 2001</td> </tr> <tr> <td>HOD to coordinate</td> <td>from Jan 2001</td> </tr> <tr> <td>HOD and line manager</td> <td>half termly beginning Jan 2001</td> </tr> </tbody> </table>	Person responsible	Timing or Deadline	HOD and HOY	24 Sep 2001	HOD with consultant support	19 Oct – am only	HOD/HOY/NS	21 Nov 2001	HOD/consultant	5 and 7 Dec 2001	HOD to coordinate	from Jan 2001	HOD and line manager	half termly beginning Jan 2001
Person responsible	Timing or Deadline															
HOD and HOY	24 Sep 2001															
HOD with consultant support	19 Oct – am only															
HOD/HOY/NS	21 Nov 2001															
HOD/consultant	5 and 7 Dec 2001															
HOD to coordinate	from Jan 2001															
HOD and line manager	half termly beginning Jan 2001															
Resources	Reprographics costs for proformas. Whole school training day time to discuss and agree lesson planning proformas (suggest 19 October 2001).															
Consultant support	<ul style="list-style-type: none"> ▪ Initial assistance in devising proformas, including the provision of exemplification from other schools. ▪ Lesson observation <ul style="list-style-type: none"> – does short term planning relate to actual classroom practice? – does the improved lesson structure impact positively on pupil attainment and behaviour? 															
Monitoring	<ul style="list-style-type: none"> ▪ Sampling of lesson plans HOD/consultant/AN/EB. ▪ Lesson observation by consultant, HOD and senior manager (as part of School Improvement Programme). 															

Notes

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