



The Meadow Community Primary Subject Action Plan 2020-21

Subject/Area: History	Leader(s): Emma Cheetham
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Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2019/20	In 2018/2019 a new scheme of work was implemented across the whole school, which led to work to ensure that all areas of the National Curriculum were covered. During INSET, staff were given a new Medium Term Planning format, which due to Covid 19 was partially implemented. A new scheme of work has been written to include NC objectives alongside the Symphony Framework. The scheme of work details the progression and previous learning related to each theme e.g. Children in Year 4 study a unit called 'Anglo Saxons, Picts and Scots' which has ties to their previous work in Year 3 'The Romans' and the previous unit in Year 4 'The Maya'. Teachers are given a 'purpose' to teaching each unit. Each unit of work has an overarching question to use as a hook and something to continually refer back to during lessons and at the end of a unit. In addition to this, each unit has a guide to the vocabulary that children will encounter throughout it.
Overall evaluation of impact on subject	The impact of the additions to the new scheme of work has given staff a clearer idea of where each unit fits into the overall whole school History; scheme and now gives them more detail with regards to vocabulary and specifics of children's previous learning enabling them to build upon this when planning individual lessons.

Judgement (pick one based upon the above evaluation):		
Outstanding	Good	Requires improvement

On the basis of this information, what are your key priorities for development? (up to 3)
<ul style="list-style-type: none"> To ensure that the medium term plans are being used to plan lessons that link learning across the school and aid children's attainment especially in greater depth.
<ul style="list-style-type: none"> To ensure that the MTP's are being used to give teachers the freedom to plan and deliver an exciting, engaging and creative curriculum that allows the children to re-engage with themes across the school.
<ul style="list-style-type: none"> To ensure that that the vocabulary is used to support children's reading and comprehension.



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Priority 1: To improve the attainment at KS2 in respect to reading

Priority 2: To improve GDS at the end of KS2

Priority 3: To develop and embrace pupil and staff well-being with a focus on reintegration into school after COVID-19 lockdown.

Improvement plan for the year 2020-21						
What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/anticipated impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3
The number of children working at greater depth / exceeding expectations across the school.	Share the findings from the previous book scrutiny and highlight opportunities for children to achieve greater depth into the MTP's. This information to be taken from the SLF for the year group.	Autumn term and throughout the year.	Teachers will use the MTP's to give the children more opportunities to show greater depth.	NA	EC	2
To ensure that the medium term plans are being used to plan lessons that link learning across the school and aid children's attainment especially in greater depth.	Ensure staff are aware of the contents on the MTPs through reminders in INSET or through other communication. Explain how the MTPs can be used to link learning by using the Progression box. Conduct short informal pupil interviews to see if this is having an effect on learning and whether pupils can make meaningful links between work using higher order skills such as comparison.	Autumn Term and throughout the year.	Children will be able to initially make links between units, discussing their previous work. Higher ability children will be able to use previous knowledge to compare and contrast.	NA	EC	2
To ensure that that the vocabulary is used to support children's reading and comprehension.	Highlighting to teachers the vocabulary in the SOW which is also shown in MTP's. Encourage vocabulary to be used in displays and within lesson starters.	Starting in Autumn term and throughout the year.	Children will readily use appropriate vocabulary in their work, Look at displays around school and any examples of lesson starters.	NA	EC	1
To ensure that the MTP's are being used to give teachers the freedom to plan and deliver an exciting, engaging and creative curriculum that allows the children to re-engage with themes across the school.	To refresh teacher's memories of how best to use the MTP's and how they can aid an engaging, exciting curriculum,	Autumn term	Children are engaged and enthusiastic about their learning and staff feel supported with understanding of children's prior knowledge. The MTP's are used to facilitate the staff in delivering a more exciting and creative curriculum by giving them a clear framework of objectives underpinned by a clear purpose to each unit.	N/A	EC	3



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Subject specific tasks for the year	Autumn Term <ul style="list-style-type: none"> • Feed back to staff about the book scrutiny carried out at the end of the summer term. • Introduce Medium Term Plan to help ensure that SAS statements are covered within units of work. This should then aid teachers' assessment at the end of a term. • As the term progresses take in the plans from teachers and evaluate the effectiveness of them in terms of coverage. • Introduce the use of the exceeding progression statements for use as a challenge to give children the opportunity to get GDS. 		Spring Term <ul style="list-style-type: none"> • Feed back to staff about the MTP documents. • Introduce displaying vocabulary either on wall displays or during the lesson to allow children the opportunity to use it within their books. Refer to the Progression maps. 		Summer Term <ul style="list-style-type: none"> • Carry out a book scrutiny on a sample of books to see whether there has been clear coverage of the SAS objectives, an increase in GDS objectives, less use of worksheets, more use of vocabulary and more clear progression of skills. 	