Humanities Department

Improvement actions for 2020-21

Curriculum

Assessment is the key area that the department will focus on this year.

* Progress ladders – making sure that they are used when creating, marking assessments.
* Use of knowledge tests and small skills tests in KS3
* Common approach to recording assessment data - % and identifying what each cohort will need to achieve for above/on/below target
* Common spreadsheets for each Year group – track and identify intervention

Blended learning

* We cannot predict how this year will go – we need to have resources available to students that have to self-isolate and develop our strategies, e.g. use TEAMS more effectively to deliver live lessons/blended learning – especially for Years 11 and 10.

**Year 7 Opening Minds**

* Review the new curriculum and identify strengths and weaknesses.
* Finding a way to keep the essence of Opening Minds.
* Plan and develop assessments.
* Focus on vocab, reading, oracy and extended writing.

**KS3 History, Geography and RS**

* Review the new curriculum and identify strengths and weaknesses.
* Finding a way to keep the essence of Opening Minds.
* Plan and develop assessments.
* Focus on vocab, reading, oracy and extended writing.
* History – to develop a more diverse KS3 curriculum.

**KS4 History, Geography and RS**

* Identifying gaps in knowledge and skills – in a way that empowers the students and is not overwhelming (self-review, modelling revision strategies and exam techniques and answers).
* Retrieval practice, inter-leaving.
* The key to success with this cohort will be to secure their knowledge and understanding, help them to develop effective revision strategies, decode exam questions and develop their resilience and motivation. For history and RE extended writing and moving from simple explanation (L2) to developed explanation (L3) and for some to complex explanation (L4) – is a priority.

**Behaviour and ethos**

We have a limited range of sanctions to use this year and so the emphasis needs to be on praise and rewards. Using the schools new rewards system and being as positive as possible with students.

HOD and 2nd of departmental to monitor classcharts and intervene as necessary.

**Leadership**

HOD to meet regularly with each team member (twice half-term) to discuss PM targets and help as necessary – with assessment, reading, vocab. This can then be fed back to the dept.

HOD and 2nd in department to identify clear actions and role for the 2nd in department.