

Champions: Poppy Parris & Tom Paciolla

Link Leader: Tausif Lorgat

Intelligence already gathered	Teachers are aware of the supporting outline of unit document, teachers are following the LTP, children were able to talk about what they had learnt, and children showed a love for the subject. Children were unable to talk about the sticky words and there were inconsistencies in assessments and work uploaded to Seesaw.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence - How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>Subject champions will relaunch the outline of history units document and staff to use the document to plan effective lessons and cover the key learning in each year group.</i>	Autumn 1 TP & PP	Teachers have been provided with a history unit overview which has given staff clarity on the big questions and associated knowledge that students need to cover in each topic.	Teachers can confidently demonstrate the use of the outline of history document. Children’s journals will reflect the key information and vocabulary appropriate to their year group.	Subject champions will review and refine the outlines of unit document in each year group to support teachers with links and transitions between the different eras taught. Subject champions will then share the updated outline of unit document via a staff bulletin.
	<i>Subject champions will relaunch the expectations for history. Staff will use the information provided in the subject spotlight (from the bulletin) to ensure the key learnings points are covered consistently.</i>	Autumn 1 TP & PP	Teachers now have clarity on how the curriculum should be delivered and how students work, and learning is recorded in journals, seesaw and floor books in each year group.	Evidence in delivering subjects and using correct terminology during learning walks and planning scrutinies. Teachers can confidently demonstrate the use of the outline of history document. Children’s journals will reflect the key information and vocabulary appropriate to their year group. Evidence in planning, learning walks and through pupil voice	
	<i>Subject champions will conduct pupil interviews and monitor journals/Seesaw to ensure history is pitched appropriately and key points/vocabulary are being covered.</i>	Ongoing throughout the year TP & PP	Pupils spoke with confidence demonstrating high quality teaching and learning taking place. Children in upper key stage two recalled prior years learning in more confidence than the other year groups. Teachers were using the key vocabulary during teacher explanations. Students were correctly using subject specific vocabulary during pupil voice.	Through the planning scrutiny champions will give feedback to teachers. Subject champions will monitor and review journals and Seesaw coverage for history to ensure history is pitched appropriately.	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children.	<i>Subject champions will attend TMET History Network meetings and link meetings with subject leader.</i>	Autumn 1 & Spring 1 TP & PP	Link meetings have identified areas for improvement in history which include a need for an adaptation to the outline of unit documents clearly showing the link and transition between the different ears taught. Subject champions had the opportunities to rehearse, revisit and review the questions with a TMET lead.	Notes from meetings are shared to subject champion and relevant updates will be shared on the staff bulletin.	Subject champions will attend TMET History Network meetings. Subject champions will meet with DSP and EYFS leaders to identify clear links from the DSP and EYFS to the National Curriculum.
	<i>Subject champions to revisit deep dive (Ofsted-style) questions prior to talking about the subject with link leader.</i>	Spring 1 TP & PP		Subject champions can confidently talk to the link leader about history during a deep dive and link meetings.	
	<i>Subject champions to meet with DSP and EYFS lead to have a deeper understanding of the DSP and EYFS curriculum.</i>	Spring 2/Summer 1 TP & PP		Subject champions will have a clear understanding of history through each phase of the school and be able to articulate this in meetings.	