

Action Plan 2024-25

Subject / Lead: Geography – (CP) Lucy Richardson

SDP Target 1 – Writing (Quality of Education)

SDP Target 2 – SEND and adaptations (OFSTED 2023) (Leadership and Development)

SDP Target 3 – Foundation subjects progressive and sequential curr (Quality of Education)

SDP Target 4 – Establish and introduce Forest school / Oracy (Personal development/ Behaviour)

Target 1 Subject aim for the year:- Ensure that the curriculum is being taught as detailed in the curriculum document and that the progression between year groups is clear within children's learning.

We know this will be achieved when:

✓ Evidence in books and planning that units are being taught as detailed in the curriculum document.

✓ There is progression between year groups in learning produced.

✓ Learning Walk shows that lessons are being taught as shown in the curriculum document.

Action What will we do? RAG for completion	Aut 1/2 Spring 1/2 Summer 1/2	Monitoring Who, how, when will this be checked?	Impact RAG (Link to SDP)	Cost
Book look – Children's books showing lessons as shown on the curriculum document and there is clear progression between year groups.	Aut 1/2			£0
Planning look – Planning on the server from each year group matches the curriculum document.	Aut 1/2			£0
Pupil Voice – Children spoken to about their geography lessons and what they can remember matches the curriculum document and there is progression in knowledge between year groups.	Aut 1/2			£0

Target 2 Subject aim for the year: Share ways to ensure that children are showing they understand and can use the subject specific vocabulary within their learning.

We know this will be achieved when:

- √ Children can explain what key vocabulary terms as detailed in the curriculum mean.
- √ Children are using key vocabulary terms in their learning tasks accurately
- √ Teachers can explain and use different ways to teach vocabulary effectively.

Action What will we do? RAG for completion	Term 1/2/3	Monitoring Who, how, when will this be checked?	Impact RAG (Link to SDP)	Cost
Snapshot – Different ways to teach vocabulary accurately with examples.	Spr 1/2			
Snapshot – Different ways that children can evidence their vocabulary in their learning.	Spr 1/2			
Pupil Voice – Children are able to use key vocabulary terms when talking about their learning accurately and explain what they mean.	Spr 1/2			
Book look – Evidence in learning of children using the vocabulary accurately.	Spr 1/2			

Target 3: Develop teacher's understanding about task selection and how it can support both the children with lower attainment as well as allowing children to show they are working at greater depth.

We know this will be achieved when:

√ Teachers feel confident and show adaptations within lessons to allow all children to flourish in their learning.

√ Evidence in books and lessons of adapted learning.

√ Teachers are able to assess greater depth learners as task selection has allowed for them to show they are working at this level.

Action What will we do? RAG for completion	Term 1/2/3	Monitoring Who, how, when will this be checked?	Impact RAG (Link to SDP)	Cost
Snapshot – How can we adapt learning for lower attaining pupils.	Summer 1/2			
Snapshot – How can we adapt learning for higher attaining pupils.	Summer 1/2			
Snapshot – How do we assess greater depth	Summer 1/2			
Book look – Is there evidence of suitable adapted task selection.	Summer 1/2			

How do these targets link to our Christian vision?