



The History Department aims to provide Quality First Teaching for all students. The deliberate strategies which attempt to target closing the gaps for Disadvantaged Learners are evident in the methods of feedback which students are provided with.

- One of the barriers to learning for Disadvantaged Learners can be a lack of self-belief in their ability to make strong academic progress. The Department endeavours to ensure that appropriate levels of positive praise are distributed within both verbal and written feedback with a view to removing the barrier of low self-esteem.
- The language of each Humanities subject is given high status; the specifics of what Humanities staff want students to learn matter and the traditions of subject disciplines are respected and the curriculum reflects this.
- History teachers will model excellence in their subject and high-quality explanations, discussions and questioning, supported by well-planned resources, enable students to engage with and master the learning. Mixed ability teaching throughout all Key Stages ensures that student expectations are not limited and Disadvantaged Learners have access to equality of opportunity and outcomes. The History classrooms reflect the social mix of the outside world.
- Both written and verbal feedback has a clear focus on improving and developing students' Tier 2 and Tier 3 vocabulary. Staff through their written and verbal feedback will challenge any misconceptions relating to the definitions of key words and will also highlight an appropriate amount of spelling, grammar and punctuation errors. Staff will aim to extend the vocabulary of Disadvantaged Learners by providing a language rich environment. Oral communication will be developed by students participating in debate activities, additionally active listening will be encouraged as students are regularly required to listen to the ideas of others before formulating their own opinions and judgements.
- History staff will build in interleaving, formative low-stakes testing and plenty of repeated practice to ensure progression and the opportunity for each student to maximise their achievement. This will aim to develop into controlled testing of moderately challenging assessment to grow resilience and understanding of how to be successful. Eventually, high stakes testing checks mastery of a subject and associated assessment styles. The use of structure strips will assist students in gaining an understanding of and helping to master the differing question stems at GCSE level.
- All assessment informs the next steps in learning for students and staff. Peer and self-assessment approaches are used to score low-stakes testing. Individual and whole class (written and verbal) feedback strategies are adopted for high-stakes testing. Targeted live marking and live-modelling of quality written responses will also be used to provide verbal feedback to students to engage with and to help students to connect with necessary assessment objectives. Yellow box marking and feed forward strategies are used to assist students in the writing of extended responses and encourage students to write in greater depth.
- Staff will aim to reduce subject specific barriers; proving access to high quality teaching and learning materials, including the regular use of historical scholarship and broadening opportunities for experiences outside of the classroom. Wider reading (outside of the chosen curriculum) will provide students with the opportunity to consider how historical individuals have overcome adversity and have inspired others to make positive contributions in a variety of fields. Exposure to early 20th Century poetry (via enthuse and engage tasks) will aim to improve students' emotional literacy as they are encouraged to empathise with a variety of individuals and their unique experiences.

- Students will be provided with opportunities to recognise the value of History as a subject in relation to their knowledge regional, national and international events. Additionally, students will be informed of the career options available to them which studying History provides.

“Working together to achieve our personal best”