

St Philip's Primary School Action Plan 2025 - 26

Subject Area: History

Leader: Deborah Lund

Consider when writing your plan... • Quality of Provision • Curriculum design, coverage, appropriateness • Curriculum delivery, teaching and assessment, • Parental engagement • Attainment, Progress, Basic skills • Personal Development • Leadership and Management • Key stage markers and end points • Intervention and provision for lowest 20%		Priority Targets from the School Development Plan: • Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge. • Begin to work towards increasing levels of oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence. • Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners. • Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency, and inform effective teaching • Review and update subject-specific curriculum documentation, ensuring clarity of intent, implementation, and impact for each subject area.		Priority coordinator Deborah Lund	
Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Evaluation process and time line	£
Priority Target 1 • Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge.					
Plan learning sequences using curriculum maps to ensure a clear progression of knowledge across lessons and units.	Review existing long- and medium-term plans for knowledge gaps or repetition. Update subject-specific progression map outlining key knowledge and skills by year group. Monitor planning termly to ensure learning sequences follow the agreed progression. Staff to write and refer to clear learning objectives and success criteria. Use Primary Task design to provide examples of well-aligned tasks and poorly aligned ones for comparison.	Tasks clearly align with intended outcomes. Pupils can recall key knowledge from prior lessons. Pupils demonstrate growing independence. Misconceptions are identified and corrected during lessons. Pupil work shows clear progression and purposeful recording. Pupils refer back to previous learning to support understanding. Teachers adapt instruction based on pupil responses.	Lesson observations / drop-ins (half-termly) – SLT / Subject leaders Planning scrutiny (half-termly) – SLT / Phase leaders Book looks (termly) – Subject leaders / SLT Pupil voice (termly) – Class teachers / SLT Assessment data reviews (termly) – Teachers / Assessment Lead CPD follow-up reflections – SLT / Subject leaders		

Design tasks that are explicitly matched to specific learning outcomes to maintain focus and clarity in teaching. Embed regular retrieval activities, such as quizzes and flashbacks, to strengthen long-term memory and support recall. Use modelled → guided → independent approach to develop pupil independence over time.	Support year groups to plan tasks that directly build the intended knowledge/skills. During planning scrutiny, check that tasks are purposeful, not just engaging. Give feedback and suggest refinements where learning objectives and tasks are misaligned. Introduce staff to retrieval practice strategies and their purpose. Provide templates for quick quizzes, flashback slides, or exit tickets. Encourage staff to include retrieval at the start or end of lessons. Model the use of retrieval practice in staff meetings or CPD. Monitor planning and lesson delivery for evidence of consistent use. Gather pupil voice to evaluate effectiveness and confidence in recalling knowledge. Share the gradual release of responsibility model in CPD or staff briefing. Provide planning templates or lesson structures that reflect this model.				
---	--	--	--	--	--

Incorporate scaffolds such as sentence stems, checklists, and success criteria to support learners in accessing and completing tasks.	Encourage use of 'I do, we do, you do' or similar frameworks across lessons. Observe lessons to identify where support could be more effectively scaffolded or released. Offer coaching or peer support to staff who need help balancing support and independence.				
Build in regular opportunities for feedback, correction, and reflection (e.g., fix-it time) to address misconceptions and improve learning.	Audit current use of scaffolds across classrooms. Create a subject-specific bank of scaffolds (e.g., sentence starters for history explanations). Share examples of effective scaffolding that promotes independence. Support staff to plan differentiated scaffolds for varied needs. Monitor classroom displays and books for use of scaffolds. Encourage gradual fading of scaffolds as pupils become more confident. Promote the use of whole-class feedback and quick verbal interventions. Encourage staff to include 'fix-it' or reflection time in weekly planning. Provide examples of effective feedback strategies (e.g., marking codes, peer feedback). Observe lessons and look for time given to respond to feedback.				

Create structured and purposeful opportunities for recording knowledge using methods such as concept maps and guided note-taking.	Review books for evidence of acted-on feedback and progress. Share feedback strategies in staff meetings or INSET. Audit how pupils currently record knowledge in your subject (books, journals, etc.). Share alternatives to standard worksheets (e.g., concept maps, double-page spreads). Offer examples of high-quality recorded work and discuss what made them effective. Encourage the use of dual coding, visuals, and graphic organisers. Monitor pupil books or portfolios for clarity, organisation, and knowledge retention. Gather pupil feedback on how recording helps them remember and understand learning.				
Priority Target 2 Embed oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence.					
Oracy Staff Training Audit current curriculum planning to identify where oracy opportunities already exist and where they can be added. Introduce oracy frameworks and strategies Embed structured talk activities (e.g. talk partners, debates, presentations, role play,	Review current long- and medium-term plans. - Highlight where oracy already exists. - Identify missed oracy opportunities in each subject. - Annotate plans with potential speaking tasks. Share a simple oracy framework - Explain key strands (Physical, Linguistic, Cognitive, Social/Emotional).	Pupils confidently speak in full sentences using subject-specific vocabulary. - All subjects include planned oracy activities linked to learning objectives. - Pupils participate actively in structured discussions. - Increased pupil confidence and fluency when speaking. - Improvement in listening and turn-taking behaviours. - Evidence of oracy development in classroom displays, books, or recordings. - Teachers assess oracy development informally and use it to support next steps.	Lesson observations / learning walks with oracy focus (termly) – SLT / Subject leaders Planning scrutiny to check inclusion of oracy opportunities (half-termly) – SLT Pupil voice interviews / focus groups (termly) – Oracy / Literacy leads Teacher self-assessment and peer observation on oracy strategies – Termly		

hot seating) across all subjects. Model high-quality spoken language and use of subject-specific vocabulary. Plan explicit vocabulary instruction and link it to speaking tasks. Scaffold speaking opportunities with visual prompts, planning frames, and rehearsal time. Provide feedback on spoken language just as you would for written outcomes.	- Provide examples of sentence stems and discussion rules. - Choose one oracy tool to trial in lessons. Demonstrate use of clear, precise vocabulary in teacher talk. - Show how to rephrase and recast pupil responses. - Encourage speaking in full sentences. - Highlight and praise effective pupil talk. Pre-teach key vocabulary using visuals and context. - Link new words to speaking tasks (e.g. explain using vocabulary). - Display or collect vocabulary (e.g. word walls, glossaries). Provide speaking frames, visual prompts, and sentence starters. - Allow rehearsal time before speaking. - Adapt support for EAL/SEND or shy pupils. - Encourage group roles (e.g. summariser, questioner) to guide discussion. Use live feedback during speaking tasks. - Share simple oracy feedback prompts (e.g. "You spoke clearly, next time..."). - Use peer and self-assessment strategies. - Include oracy in learning reviews and reflections. Plan class or whole-school speaking events (e.g. assemblies, poetry recitals).		Showcase events or recorded pupil presentations Class teachers CPD sessions and follow-ups – SLT / Oracy Lead		
---	--	--	--	--	--

Celebrate oracy (e.g. assemblies, performances, pupil voice opportunities).	- Use pupil voice as a speaking opportunity. - Display speech scripts, quotes, or photos of pupils speaking. - Praise confident or improved speakers publicly.				
Priority Target 3 Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners.					
Use assessment information (including prior attainment, SEND profiles, and pupil voice) to inform lesson planning.	Ensure teachers have access to up-to-date pupil data, including SEND and EAL profiles. - Support staff in identifying pupils needing adaptation. - Include space in planning formats for noting individual needs. - Lead pupil voice discussions around subject engagement and support.	Lessons show evidence of planned differentiation and adaptation. - Pupils access learning successfully at their level and make good progress. - Teachers can explain how they've adapted tasks or delivery to meet needs. - Pupil's report feeling supported and challenged in learning. - SEND and disadvantaged pupils make measurable progress. - Classroom displays and workbooks reflect inclusive approaches. - Teachers use formative assessment to guide in-the-moment decisions.	Lesson observations / drop-ins with focus on adaptation (termly) – SLT / Inclusion Lead Planning scrutiny (half-termly) Phase Leaders / SENDCo Pupil voice surveys (termly) – Inclusion Lead / Class teachers Work scrutiny with focus on scaffolds and outcomes (termly) – SLT / Subject Leads Assessment tracking for vulnerable groups (termly) – Assessment Lead / SENDCo CPD evaluations and impact reviews – SLT		
Plan lessons with a range of entry points, scaffolds, and challenge tasks to cater for different needs.	Share examples of differentiated task design in your subject. - Provide a planning checklist to include support and stretch. - Encourage use of "must/should/could" or tiered task structures. - Monitor plans and lesson delivery for clear differentiation.				
Include adaptive elements such as visual aids, sentence starters, manipulatives, or chunked instructions.	Create a subject-specific bank of scaffolds (e.g. word mats, sentence stems, visual prompts). - Model how to use these supports in lessons. - Promote multimodal learning (visual, verbal, kinesthetic) in your subject area.				
Develop flexible groupings that allow for	Discuss with staff how to best use TAs for targeted support.				

peer support and targeted adult intervention.	- Share grouping strategies (e.g. mixed ability, peer tutoring, guided groups).				
Respond in real-time during lessons by adjusting explanations, questioning, and tasks based on pupil responses.	Promote use of live assessment techniques (e.g. mini-whiteboards, exit tickets). - Support teachers in developing responsive questioning strategies. - Encourage flexibility in pacing and task adjustment during lessons.				
Regularly review and adapt resources and strategies to suit evolving learner needs.	Conduct a termly review of teaching resources to ensure they are inclusive. - Collect feedback from staff and pupils on what supports or hinders access. - Update or replace resources that no longer meet the needs of learners.				
Engage in CPD and collaborative planning to share effective adaptive teaching practices.	Facilitate CPD focused on inclusive/adaptive teaching in your subject. - Create opportunities for team planning or paired observations. - Share best practices through staff meetings or subject newsletters.				
Promote high expectations for all, with scaffolding that supports independence, not limits it.	Emphasise that scaffolds should enable, not reduce, challenge. - Share examples of pupils achieving high standards with the right support. - Monitor for over-scaffolding or limiting tasks. - Encourage gradual removal of scaffolds as confidence grows.				

Priority Target 4 – To address targets in new Quality Mark report

1.2. To consider how Oracy could be developed in History lessons.	See above				
1.3 To provide every classroom with an appropriate timeline for the children to refer to and/or have a school timeline on display.	Are our classroom walls already too cluttered – would a school one be better- one that children visit during their units?	Decision made and timeline/s installed	Timeline/s can be seen in school	By end of year	??
1.3 To develop pupils' abilities to access texts in the local library as well as the class and school libraries.	Advertise on news page of website to visit the library for books Class libraries already being used as new school year begins – children encouraged to read and explore non-fiction texts	Pupils use these texts and gain confidence in features of non-fiction texts	Photo evidence and in pupil voice	Termly	
2.4 To consider how to share the expertise with local primary schools.	Continue to attend learning partnership meetings Liaise with Great Crosby Primary about Heritage School process	Sharing good practice continues and grows – Decide if Heritage School process is for us	Subject Lead attends and monitors	End of year	
2.1 To consider approaches to improve recall and memory across the school.	See above				
3.1 Reword the Unit on the school plan from 'Dinosaurs and Mary Anning' to ensure the emphasis is on Mary Anning	Subject lead to reword this	New documentation is re worded	Can be seen in new documentation	Done	

