



Ark Acton  
Academy

# Department Evaluation

Aide memoire – 2022/23

**Submission dates:**

- I. 6/1/23 – including all of 3/1/23 Inset day for writing.
- II. 21/4/23 – including all of 17/4/23 Inset day for writing.
- III. 19/7/23.

## **Notes on completing the DE.**

**The fundamental purpose of our termly Department Evaluation is to answer this question:**

***Why have some students gone through schooling and yet not acquired the necessary schemata that others, equally capable, do acquire?***

This should be at the forefront of your answers to each question in the table below. Our curriculum should shape pupil readiness to encounter more complex material and ideas and as we review where we are; we need to think about how we are shaping that readiness through the building of schemata. Where pupils struggle it tends to be because they have a poorer schema (they know less) rather than because they cannot execute the skill.

### **Guide to completing the table:**

1. The questions are designed to be prompts to help you and your team reflect on how far you are implementing the academy strategic priorities and what needs to happen next to strengthen the implementation.
2. For each question you should write a pithy review of current practice in your department and then detail the concrete action steps you will take between to improve things by the time of the next DE.
3. Don't get bogged down in descriptive or discursive answers; I want clear and concise analysis.
4. There are two Inset days dedicated in their entirety to the completion of this document so it should be incisive and concrete.

**DE template to complete (Only use this table. Do not amend)**

Key question to address	Reflections on current practice	Concrete action steps
<p><b>Are students remembering the core content and can they deploy it effectively?</b></p> <p>Look at where students (KS3-5) have typically struggled in their performances and NDAs. Is this because the <b>component content</b> (core foundational knowledge and/or subject skill identified in the MTP):</p> <ul style="list-style-type: none"> <li>• was not identified and taught clearly enough through the MTPs?</li> <li>• did not receive necessary emphasis and so was lost?</li> <li>• was not delivered in a coherent sequence and so pupils are confused?</li> <li>• was not taught using effective approaches and so pupils focussed on the act of being in the lesson rather than the content being delivered?</li> <li>• was not practised till deeply embedded and readily recalled?</li> </ul>	<p><b>Biggest knowledge gaps/ misconceptions by year group from Autumn assessments</b></p> <p><b>Year 7:</b></p> <p><b>Year 8:</b></p> <p><b>Year 9:</b></p> <p><b>Year 10:</b></p> <p><b>Year 11:</b></p> <p><b>Year 12:</b></p> <p><b>Year 13:</b></p>	<p><b>Planning forwards</b></p> <ul style="list-style-type: none"> <li>• How will you address this component content issue? What ideas need to be re-visited and re-taught to ensure students are ready to move on through your long-term plan</li> <li>• By when will this be completed?</li> </ul> <p><b>Year 7:</b></p> <p><b>Year 8:</b></p> <p><b>Year 9:</b></p> <p><b>Year 10:</b></p> <p><b>Year 11:</b></p> <p><b>Year 12:</b></p> <p><b>Year 13:</b></p>

Key question to address	Reflections on current practice	Concrete action steps
<p><b>Planning backwards</b></p> <ul style="list-style-type: none"> <li>How will you use this analysis to refine the sequencing of core knowledge within your 7-year map and the cycle of your MTPs, so this does not happen again next year?</li> </ul> <p><b>For example</b>, if through the Year 9 curriculum to date, pupils have not grasped and remembered the core content, and therefore struggled, how will you revise the long-term curriculum map to ensure the current Year 8 do not experience this when they are in Year 9?</p>	<p><b>Year 7:</b></p> <p><b>Year 8:</b></p> <p><b>Year 9:</b></p> <p><b>Year 10:</b></p> <p><b>Year 11:</b></p> <p><b>Year 12:</b></p> <p><b>Year 13:</b></p>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>Curriculum refinement</b></p> <ul style="list-style-type: none"> <li>Which MTPs or areas of content need to be re-ordered to better shape pupil readiness?</li> </ul> <p><b>For example</b>, do you need to bring forward content to earlier in the year or a previous year group to ensure students have the requisite knowledge to be successful?</p>	<p><b>Year 7:</b></p> <p><b>Year 8:</b></p> <p><b>Year 9:</b></p> <p><b>Year 10:</b></p>	<ul style="list-style-type: none"> <li></li> </ul>

Key question to address	Reflections on current practice	Concrete action steps
	<p><b>Year 11:</b></p> <p><b>Year 12:</b></p> <p><b>Year 13:</b></p>	
<p><b>Intellectual Preparation</b></p> <ul style="list-style-type: none"> <li>• How successfully have you used Intellectual Preparation?</li> <li>• Are you meeting the aims detailed in your Department Handbook?</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Curriculum mechanics</b></p> <ul style="list-style-type: none"> <li>• How effectively do your booklets develop the academy priority of reading?</li> <li>• How effectively do your booklets develop the academy priority of disciplinary literacy?</li> <li>• Is the core knowledge in the booklet for each year group aligned to the actual core knowledge students must secure in that cycle?</li> </ul>	<p><b>Reading:</b></p> <p><b>Disciplinary Literacy:</b></p> <p><b>Core knowledge booklets:</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>

Key question to address	Reflections on current practice	Concrete action steps
<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• How effective is homework in ensuring all students learn and remember the core content?</li> <li>• How do you know?</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>SEND</b></p> <ul style="list-style-type: none"> <li>• What have learning walks told you about the experience of SEND students in your subject?</li> <li>• What has been the impact of the SEND strategies?</li> <li>• What is student voice telling you?</li> <li>• Is TA input effective; are planning meetings happening frequently?</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Classroom climate</b></p> <ul style="list-style-type: none"> <li>• Which of the Signature Strategies are members of the team less confident in consistently applying to ensure a secure climate? Is it a pattern across the team or does this only apply to specific members of the team?</li> <li>• Are there outlier classrooms or classes in your department? What needs to happen to tackle this?</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>

Key question to address	Reflections on current practice	Concrete action steps
<ul style="list-style-type: none"> <li>• Are certain classes or year groups disorderly on their way to or departure from your subject?</li> <li>• Is there an issue with low level disruption in some lessons – is this year group or teacher specific? What will be done to eradicate this?</li> <li>• How will you support the team to improve over the next 4 months?</li> <li>• What is student voice telling you?</li> </ul>		
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• To what extent does your QA illustrate that the team all adopt the modes of feedback detailed in your 'What this looks like' ...doc?</li> </ul>		
<p><b>Teacher development</b></p> <ul style="list-style-type: none"> <li>• What evidence is there from learning walks that teachers are meeting the standards set out in the 'What this looks like...' document?</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>

Key question to address	Reflections on current practice	Concrete action steps
<p><b>Students to keep a closer eye on</b></p> <ul style="list-style-type: none"> <li>• Which students are you worried about from the book scrutinies and assessments?</li> <li>• What needs to happen to close the gaps these students have in their core knowledge?</li> </ul>	<p><b>Year 7:</b></p> <p><b>Year 8:</b></p> <p><b>Year 9:</b></p> <p><b>Year 10:</b></p> <p><b>Year 11:</b></p> <p><b>Year 12:</b></p> <p><b>Year 13:</b></p>	<p><b>Year 7:</b></p> <p><b>Year 8:</b></p> <p><b>Year 9:</b></p> <p><b>Year 10:</b></p> <p><b>Year 11:</b></p> <p><b>Year 12:</b></p> <p><b>Year 13:</b></p>