

Session 1 – Developing Subject Expertise

Potential focus areas for effective departmental meetings

Intent- Collaborative Discussion. Sufficiently regular time needs to be allocated to this.

- Review prior learning and tell the team which lessons and key tasks to look at in preparation for the meeting.
- Ensure teachers are prepared where you may ask them to share subject expertise or good practice from last week and share any knowledge gaps.
- Explore the essential building blocks of knowledge that all pupils needed to have grasped have been secured and mastered.
- Explore whether lessons have been sequenced so that important knowledge is built to fluency. What are any tricky concepts that pupils have not grasped? Why? Is this due to the curriculum sequence, the sequence of the lesson, the effectiveness of explanations, breaking down abstract concepts?

Implementation of future learning - Collaborative Discussion

- What is coming up next week? What knowledge has been learned prior which needs to be revisited at the start of this lesson? How will knowledge need to be sequenced within the lesson? Which teaching activities will be best suited to this? How will this support schema building?
- What misconceptions arose from prior learning that will need to be secured before moving on?
- Explore lesson sequencing. Where will you place X in your lesson sequence and why?
- Is this a tricky concept or piece of knowledge to understand? Where is the subject expertise in the department? What pedagogy do you use to deliver this (include abstract concepts).
- How do they explain it with clarity of instruction? Can they model this? Do SEND or PP pupils need a concept broken down further, or contextualised?

Excellent Implementation - Facilitate planning

- How will you address knowledge that is not secure?
- How will work in development be shared with everyone in the team?
- Everyone takes notes on the actions agreed and amendments to lessons.
- Be clear on time allocated and deadlines for work to be completed and shared with the team. Will you pair people up for the planning phase to support CPD or have people develop shared resources independently?

Task – Departmental meeting discussion

Jane is leading her history department meeting. Last week, the department delivered lessons on 'how William secured control of England in the 11th century'. Jane asks teachers which misconceptions were identified from formative assessment in lessons. All classes confused Harald Hardrada and Harold Godwinson. In one class, pupils struggled to understand why the Domesday Book was so significant.

In response to the above information, Jane gave teacher X the task of going back to the curriculum map and highlighting these issues as common misconceptions. Jane gave teacher Y the task of going back to the lesson resources to address the distinction between Harald Hardrada and Harold Godwinson. This was done through a retrieval task at the start of the following lessons.

In relation to insecure knowledge around how the Domesday Book helped Harold Godwinson to take control, Jane asked the team 'whose class understood this well?' and 'how do you know that they understood this well'. Teacher X showed evidence from books of a paragraph that pupils had written that showed secure learning from the curriculum intent around the Domesday Book. Jane asked this teacher to explicitly model how they had taught pupils the abstract knowledge around the Domesday Book. Teacher X outlined to the team how they made links to pictures and writing about taxation so that pupils hooked new knowledge on previous learning.