

Name: Lucia	Email address:
School:	Name of Coach/Mentor

What is the context of your school?

This village school is a mixed 4 – 11 years primary school with 384 pupils on roll. It is organised into 14 classes and there are 16 teaching members of staff. There has been a steady rise in numbers since 2000. The percentage of pupils known to be eligible for free school meals is below average. The percentages of pupils with special educational needs and with a statement of special educational needs are well below average. The vast majority of pupils are from white British families. None of the 15 pupils from other ethnic backgrounds has English as an additional language. The percentage of pupils starting or leaving school other than at the usual time is low. The school's socio-economic context is favourable with high employment levels and high parental aspirations.

What is your own context?

I trained at this school on the Graduate Teacher Programme during 2004/05, and since I qualified I have taught in Year 3 and Year 4 at the school. I have been the school's Geography Co-ordinator since September 2006, having shadowed my predecessor for a year before taking on the role. Each year, all staff set themselves a performance management target linked to their own curriculum area.

PREPARING FOR YOUR LEARNING JOURNEY

What is the focus of your professional learning? eg curriculum development; leadership development; coaching and/or mentoring development; community development; action research

Curriculum development: To achieve the Geographical Association's Primary Geography Quality Mark (PGQM) at Bronze level.

How is this relevant to pupils' learning?

eg expectation of impact on attitude, results, behaviour, motivation etc

To raise the profile of Geography throughout the school. The PGQM is a very useful tool for celebrating quality geography in schools and is linked to the Ofsted Self Evaluation Framework. It also supports the Teacher Development Agency's Professional Standards for Teachers. There is a draft statement in place, which identifies how the school believes geographical learning can benefit pupils within a diverse primary curriculum (vision statement).

As a school we aim to:

- Stimulate an interest and responsibility towards both the local and the wider environment;
- Enable children to develop their knowledge and understanding of the world in which they live through investigation of that world;
- Help develop geographical skills and an enquiring mind;
- Enhance children's sense of responsibility for the care of the earth and its people;
- Foster children's sense of wonder at the beauty of the world around them.

How did you identify the focus for your learning? (remember to refer to the influence of both relevant practice/knowledge and your coach/mentor in helping you to decide/refine the focus)
eg whole school/departmental focus; personal/professional development; performance management objective; Ofsted/audit recommendation

At the start of the academic year 2006/07, whilst attending a Geography Network meeting, I was encouraged by the County's Advisor for Geography to apply for the PGQM. Therefore, following discussions with the Head teacher at my annual performance management review meeting, we decided that this would be my curriculum leadership target for the year.

What ethical issues and considerations have you identified?
eg health and safety, data protection, confidentiality, permissions

Confidentiality. I will only use pupils' first names when using examples of work.

What diversity or equal opportunities issues have you identified in relation to gender, ethnicity, language, disability, SEN or other?
e.g. underachievement, social inclusion, curriculum content, access to CPD and career development

Curriculum content:

As part of gathering evidence for the PGQM, I need to ensure that equal opportunities issues, such as gender, ethnicity, language, disability and SEN, are being taken into account in the planning and teaching of Geography at the school. Evidence will be gathered through book trawls of children's work, and examples of work will be taken from two upper ability, two average ability and two below average ability pupils (one girl and one boy for each) from each year group. I will be looking for evidence of differentiation as a key aspect of teachers' planning, allowing for the individual differences of children across all key stages.

PLANNING FOR YOUR LEARNING JOURNEY

What actions have you planned/did you plan (with timescales)?
eg external/internal training; meetings; identification of sources of support (internal and external); skills/resource audit; knowledge base research; discussion/planning with coach/mentor/colleagues; work shadowing; observations; identification of target groups of schools/pupils; liaison with relevant colleagues/groups

ACTIONS	TIMESCALES/DATES	RESOURCES/PERSONNEL	SUCCESS CRITERIA
Following a Geography Network meeting on 11/10/06, a "Summary of PGQM Indicators" form and a "Quick Self-	By beginning of Autumn Half Term holiday.	GA forms	Completed audit form, with a decision made on which level of PGQM applying for.

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evaluation table” to be completed to see which level of PGQM to apply for.			
Meeting with Head teacher (mentor) re. completion of registration forms	Registration form for Bronze level of the PGQM to be received by GA by 26 th October 2006.	(Geography Coordinator) (Head teacher) (Chair of Governors)	Signed, completed registration form sent to and received by GA. E-mail acknowledgement and further information received by e-mail and post.
Bronze Level Action Plan to be completed	December 2006		Action Plan sheet is completed in draft form.
Share knowledge about the PGQM and the application process with other members of staff during weekly staff meetings.	November 2006 March 2007 May 2007	Time allocated during a staff meeting. Myself Staff.	Other staff are updated about the progress of the school’s application for a PGQM.
*Monitor children’s learning through book trawls. *Monitor ICT links to Geography. *Monitor usage of appropriate worksheets (OfSTED 2005 recommendation).	April 2007	Samples of children’s books Myself	*Teachers’ planned lessons map onto the school’s Scheme of Work. *ICT is being used more by class teachers and this is shown by planning sheets and children’s work. *Usage of worksheets across the school is appropriate to children’s learning.
Monitoring of planning and work sampling to examine what teaching styles and contexts are utilised in the delivery of Geography at the school.	March 2007	Myself Teachers’ planning files	Planning and work sampling shows that a range of teaching styles and contexts are applied in the delivery of Geography by all class teachers.
Monitor and collect evidence of planning and photos of displays.	May 2007	Myself Classroom/corridor displays Digital camera	Time commitment is shown through teachers’ planning and book trawls of work covered. Creative displays are in evidence throughout the school.
Geography Co-ordinator to continue to attend Humanities Pyramid meetings at local secondary school	Ongoing	Myself	Attended Humanities Pyramid meetings as the Shadow Geography Coordinator (2005/06) and as Geography Co-ordinator (2006/07). Presentation re. PGQM made at meeting of

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			Pyramid on 1/2/07.
Geography Co-ordinator to approach members of staff to ask if they feel they have CPD issues with Geography.	April 2007	Myself and all teaching staff Time CPD funding	All staff, including Geography Co-ordinator will have attended relevant courses which will help with children's learning.
Carry out an inventory to ascertain exactly what resources are available in school and whether or not they are in date.	March 2007	Myself and all class teachers All Geography-related books and resources	All resources are in good condition, up-to-date and are relevant to the curriculum and children's learning.
Discuss homework set with class teachers. Discuss the use of Taecanet for homework with the IT Co-ordinator.	March 2007	Myself and all class teachers (IT Co-coordinator)	A wide array of class-based homework will be evident throughout the school.
Discuss with class teachers how they ensure that progress is being made.	March 2007	Myself and all class teachers	Class teachers will provide insights into progress markers.
Discuss with all teaching staff what cross-curricular links they are able to make through Geography, either through SoW or other.	April 2007	Myself and all teaching staff Teachers' planning files Children's exercise books	Evidence of cross-curricular links obtained by book trawls, talking to pupils and staff, and monitoring of weekly planning.
Discuss with all teaching staff what links they are able to make through Geography to outside agencies and organisations.	April 2007	Myself and all Teaching Staff Photos Correspondence, including hard copies of e-mails Videos	Evidence of links to outside agencies/organisations obtained by book trawls, photos and videos take of visits, talking to pupils and staff, and monitoring of weekly planning.
Meetings with mentor and coach to discuss and review progress with the PGQM application.	Informal meetings with coach as required. Meetings with mentor termly.	Time set aside for meetings Various colleagues	Meetings with coach and mentor will have taken place.
Complete the final PGQM forms and submit with evidence required to the GA for moderation.	May 2007	Myself GA forms and guidance notes	All required forms and evidence submitted to GA by e-mail, in hard copy and on CD.

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Sharing your learning and expertise: how do you plan to influence others?

eg meetings, presentations, training, coaching and mentoring, modelling practice

At the first opportunity, I plan to talk to my colleagues at a weekly staff meeting about a submission for an award, reassuring all of them that it should not necessarily mean extra work, as I feel they are already fulfilling many of the criteria contained within the PGQM application form. I will also make a brief presentation at a local secondary school meeting later in the year, where I will let the rest of the pyramid members know how my school's application is proceeding.

How do you plan to evaluate your progress in relation to the impact on: a) your learning and b) pupils' learning?

eg data analysis, pupil feedback, testimony from colleagues, via discussion with coach/mentor

To evaluate my own learning, I plan to have regular meetings with my mentor. I will also use the GA's password-protected website and the expertise of their staff, for advice by e-mail in completing the application process.

In respect of pupils' learning, I will use both the audit I am carrying out and the feedback that I will receive from the GA, once the application has been moderated by them, to influence curriculum development within the school.

ON YOUR LEARNING JOURNEY (no more than 1500 words)

Describe and evaluate how you have carried out your plan, identifying any changes that you have made.

I have only been the Geography Co-ordinator since September 2006, although I had shadowed the outgoing Co-ordinator for a year. I have to admit that I found the role quite daunting to begin with, as I was an inexperienced teacher, only just entering my second year of teaching. However, what I lack in experience and knowledge I feel I make up for in terms of enthusiasm for Geography in its widest sense, and I am keen to manage my own learning, in order to benefit all of the children at the school.

So it was at one of the twice-yearly Geography Network meetings run by the County Council at the end of September 2006 that I was encouraged to apply for the GA Primary Quality Mark Award. Time was running out for the initial forms to go into the GA, but I quickly ran through the self-evaluation form, deciding to apply for the Bronze Award, and I had them signed by the Head and Chair of Governors for submission to the Geographical Association.

I then spent some time in the Autumn Term completing the Bronze Level Action Plan and collecting evidence for my own CPD file and for the Primary Quality Mark. I particularly found the GA's password protected sub-site helpful in starting to complete the paperwork, and the examples of applications from the previous year proved extremely useful. At this point, I talked to my colleagues at a staff meeting about our submission for an award, reassuring all of them that it would not necessarily mean extra work, as I felt they were already fulfilling many of the criteria contained within the application form.

All of the staff have been very supportive, giving me easy access to their resources and children's books. I have created an ongoing portfolio of children's work, and I have ensured that staff have sufficient

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resources to deliver the subject in a novel and stimulating way. All class teachers have used ICT much more extensively in their Geography teaching over the last year, for instance in the simple, yet effective, use of digital cameras in fieldwork in Reception and Y2. We have also focused on ICT links across the whole curriculum, and, in particular in this award application. Staff and pupils are much more confident to use ICT as a tool and as a resource for teaching and learning than in previous years. The use of ICT opportunities linked to Geography was an aspect about which I sought advice and feedback from my coach, as she is also the school's IT Co-ordinator. She was able to give me some useful websites and ideas for cross-curricular links to Geography across both KS1 and KS2.

Creativity across the curriculum is a key focus for our teaching staff this year and I have tried to ensure that fieldwork and enquiry continues to be an intrinsic and valuable part of Geography.

It was through discussion with my mentor that it was agreed that it is vitally important that the profile of Geography should not be lost within a busy primary school timetable. Therefore, Geography has to be embedded from the very start of primary school life for a child. This does indeed happen at the school, for instance, in Reception a cuddly bear is taken home by each child in turn and goes on a journey with the pupil. A postcard is then completed (by the parent/guardian) which is read back to the class by the teacher about the adventures (real and imagined) of the furry one. This simple home-school Geography link is invaluable to the pupil and is very popular. It is truly amazing where the bear manages to go in a weekend!

However, the real highlights of this year for me have not just been in the classroom, but outside in the world surrounding our buildings: the truly environmental dimension of Geography. The enthusiasm shown by the children for the raised garden beds and the outdoor classroom has been infectious. The sheer delight of pupils enjoying being actively involved in recycling and composting has been wonderful to see, and it is essential that this passion starts in primary school, so that the children can be active environmentalists through secondary school, and so on into adulthood.

Finally, monitoring of Geography at the school, as at any school, is obviously an ongoing process. I have found the process of applying for the Bronze Award Quality Mark extremely useful too in terms of my own professional development, as it is providing me with a useful framework in order to get a real 'handle' on my subject area.

Therefore, my aims as the Geography Co-ordinator for the next academic year include to:

- Begin to review the school's Geography policy and Scheme of Work;
- Follow up the e-twinning project through the www.etwinning.net website with a view to finalising a twinning arrangement with a school in Poland;
- Make links with another country through the British Council's Comenius Project.

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What has been the influence/impact of the knowledge base?

The key knowledge base that I used was the GA's PGQM web area, which had all of the necessary documentation, in a very usable format, for the application: audit forms, final application pro forma, examples of other schools' application and the criteria needed to be met in order to achieve an award. I found the GA website, and particularly the password-protected members' area invaluable in completing the award application.

What has been the impact of the support (formal and informal) received (including your coach/mentor)?

The formal and informal support that I received from both my coach and mentor was invaluable during my learning journey towards the attainment of the PGQM. At times when I was finding my interest waning when completing the somewhat arduous application forms, I was spurred on, encouraged and reassured by my school colleagues. I was also able to gain valuable information and support from Head of Geography at the local secondary who was in the process of applying for the Secondary version of the Geography Mark.

How have you evaluated the impact on both yourself and your pupils?

I feel that applying for, and subsequently being awarded, the Bronze Level of the PGQM has had a positive impact on myself, the rest of the teaching staff and on the pupils. It has given us the opportunity to celebrate the vibrant characteristics of geography in the school; it has shown that children learn effectively about geography; it has communicated how we, as teachers, provide for quality learning in geography and that our provision is having an impact on children as learners, and it has also demonstrated that the subject is being effectively led and managed. Furthermore, as we have had our application and evidence independently moderated by an outside organization, that is, the Geographical Association, then this lends credence to our own confidence in teaching geography in the primary sector.

How did you address any ethical issues which you identified in your plan?

Children's confidentiality was greatly considered during the submission of the application forms and the supporting evidence sent to the GA.

How did you address diversity/equality of opportunity issues?

All pupils were given equal opportunities to learn in Geography at the school. This was evident through book trawls of children's work, which took examples of work from an upper ability, average ability and a below average ability pupil from each year group for moderation. Differentiation was a key aspect of teachers' planning, allowing for the individual differences of children across all key stages.

What did you learn when you shared your learning with others and what influence have you had on the practice of others?

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I learnt that I am extremely reflective as a teacher, and that I am determined to see a project through to the very end. As a new co-ordinator I have certainly found completing this application a challenge, but I believe it has been an extremely worthwhile experience, not just for myself, but also for the rest of the staff and for the children, who I believe will benefit from what has been, in effect, a comprehensive audit of the subject this year. Furthermore, from talking to other colleagues, we feel that if class teachers are enthusiastic for a subject like Geography, then this positive feeling is passed onto the pupils themselves as active geographers and environmentalists in their own futures.

I appreciate that this application signifies only the start of my work as Geography Co-ordinator, but I look forward greatly to building on the progress made by school staff and pupils in completing the application for PGQM and indeed in achieving the Bronze Level in September 2007. The feedback and recommendations provided by the GA moderator were extremely positive and useful and will guide the future direction of Geography at the school. The achievement of the Award has been celebrated as a staff, and the feedback from the GA has been disseminated and shared verbally with all of the teachers. It was through discussion with my mentor that I particularly learned that by sharing my own learning with my colleagues, and in particular by celebrating the positive aspects of Geography at the school, that this can then serve to encourage and reassure everybody involved that we are doing much that is good in terms of Geography provision. This will, I hope, serve to continue to motivate staff, thus continuing a virtuous cycle in the teaching and learning of Geography.