

PGQM overview

There are 4 sections to the PGQM framework: 1, **Supporting Achievement** 2, Supporting Teaching 3, Behaviour and Relationships 4, Leadership and Management. Each of these sections contain 3 key indicators e.g. **A1 knowledge**, A2 skills, A3 values, attitudes and Spiritual, Moral, Social and Cultural (SMSC). The full Self Evaluation Framework and the [PGQM Audit Checklist](#) should be referred to. This document focuses on one key indicator; **achievement through knowledge or what pupils know (Section A1)**, with accompanying exemplar evidence and guidance notes.

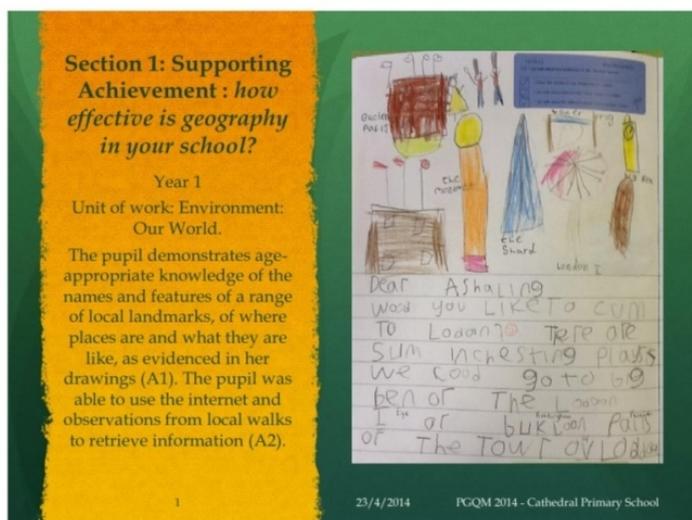
Section A1: Supporting Achievement

You are asked to evidence: 'How effective is geography in your school?'

As a subject leader you will already be continuously evaluating the levels at which children enjoy and achieve in geography, including the learning, quality of work and progress of groups of pupils who are disabled, have special educational needs and those for whom the pupil premium provides support. You will need to communicate the excitement and richness of the geography that your pupils experience, explain how you know that they are making progress in both knowledge and skills, and use 'pupil voice' to communicate their love of the subject.

Key indicator: Pupils have good knowledge, appropriate for their age, of where places are and what they are like. *E.g.* places and contrasting localities at relevant scales of enquiry, UK - global. This is the first section of the Portfolio and should convey the vibrancy achievements of your pupils through engaging activities. You need to show what pupils know about the subject, how much progress they are making in geography and how do you know this? Use evidence of activities, work created and pupil feedback as well as teacher commentary to help evidence the full picture. Ensure that the GEOGRAPHY that is underpinning the work is clear to see: avoid pictures of food tasting, drumming sessions and stereotypical 'national dress' unless there is some sense that this is part of a more 'critical' sequence, where students are exploring how a place's identity develops. **Examples that might help you get started.**

As with each section that can be found in full on the VLE once you have registered your school, this [PowerPoint](#) contains more interpretation in the 'notes' section for each slide. The evidence is taken from a range of schools which gained the Quality Mark in 2014, for example see this [document](#) from Heycroft School.



Section 1: Supporting Achievement: how effective is geography in your school?

Year 1
Unit of work: Environment:
Our World.

The pupil demonstrates age-appropriate knowledge of the names and features of a range of local landmarks, of where places are and what they are like, as evidenced in her drawings (A1). The pupil was able to use the internet and observations from local walks to retrieve information (A2).

Dear Ashling
Would you like to come
to London? There are
some interesting places
we could go to be
part of The London
1st or Buckingham Palace
of The Tower of London

23/4/2014 PGQM 2014 - Cathedral Primary School

If you would like to see what grade of PGQM these schools received, you can see a full list of [award recipients](#).