

Note: You can use this document on its own as a loose guide to what level to apply for, however it is best used with the PGQM Self Evaluation Framework (SEF) document once you have registered for the award. The SEF document is only available on the PGQM VLE, you will need to be GA member to access the PGQM VLE.

PGQM Audit Checklist: How well does the school evidence fulfil the criteria?				
School:			Date:	
Ref	Key indicator	Emerging (Bronze)	Developing (Silver)	Embedded (Gold)
Section 1: What is geography like in your school				
This section asks you to look at what the learning environment looks like and what you are trying to provide for children through your geography curriculum and how you pupils feel about it. <i>You will need to communicate the excitement and richness of the geography that your children experience</i>				
1a	Achievement is high and pupils make good progress when considered in relation to age, ability and prior experience			
1b	Assessment is seen as an essential tool in planning learning and monitoring pupil progress			
1c	Fieldwork, active enquiry learning and the use of ICT has a clear impact on the way children learn geography			
1d	The effective teaching of geography is seen as the key to engaging pupils with creative and critical thinking about 'people & place', local and global change, sustainability and possible futures			
1e	The teaching of core geographical knowledge underpins children's learning about the world			
1f	Geography supports other curriculum areas, contributes to the enjoyment and achievement of learners and to whole school initiatives			
Section 2: How effective is subject leadership and management?				
This section asks you to look at how effectively you are developing the subject and how you are setting a clear direction for the development of geography in your school, influencing your colleagues and the school's culture and reaching out beyond your school				
2a	There is a 'vision' for geography that is helping to shape the way that the subject is taught. This vision informs the geography policy and guides the writing of schemes of work based on the NC. It has the clear support of the HT and SLT.			
2b	The subject leader formulates clear and relevant development targets to guide teaching in the school. Subject monitoring is focused on ensuring curriculum provision has a clear impact on pupil progress and identifies the professional development needs of teachers.			
KEY	<input checked="" type="checkbox"/>	✓	✓	✓
	Insufficient evidence	Emerging	Developing	Embedded

- Mostly Emerging Apply Bronze
- Mostly Developing Apply Silver
- Mostly Embedded Apply Gold