

## Risk assessment

### Details of possible risks to pupils and staff

Name of location ..... Date of risk assessment .....

Staff .....

Year group for the visit ..... Number of pupils .....

### Site plan with hazard points

Location	Type of risk	How to avoid the risk

## A framework for assessment at KS3

All sections refer to both human and physical features and processes. Places at different scales and different topics are the location context. Environmental issues are studied in the context of places and how people manage them.

<b>Geographical patterns and processes</b>	Below level 3
Describe, compare and offer explanations	3
Describe, appreciate location, understand how processes cause change	4
Describe and explain patterns and describe how processes lead to similarities and differences	5
Describe and explain how processes cause change in patterns and describe links between places	6
Describe and explain interactions between processes and how these cause change in places and patterns	7
	8
<b>Values and decisions</b>	Below level 3
Offer reasons for observations and judgements	3
Describe how people can improve and damage the environment	4
Offer explanations for how people affect and manage the environment	5
Describe and offer explanations for how environments are managed and appreciate how management strategies affect people	6
Understand how and why decisions are made and explain how people can accidentally cause environmental problems	7
	8
<b>Enquiry and graphic skills</b>	Below level 3
Use skills to respond to questions	3
Ask geographical questions and use a range of graphic skills including geographical words	4
Identify geographical questions, select and use skills, present findings and reach conclusions	5
Identify geographical questions, plan an enquiry and carry it out using skills to reach a conclusion	6
Identify geographical questions, plan an enquiry and carry it out, select and use skills to reach substantiated conclusions	7
	8

## Ready for OFSTED

A list of actions and documents to prepare for an OFSTED inspection.

### Documents

- The department's handbook containing staff, resources and equipment audits together with policies. ☐
- The agenda and minutes from departmental meetings. ☐
- Details of capitation and how it is spent. ☐
- Staff details, timetables and classes. ☐
- Samples of a range of pupil's work taken from pupils in different years. ☐

### Planning teaching and learning

- All staff to have an outline of their lesson plans for the inspection week so that inspectors can be given the full context of lessons they visit. ☐
- All staff to be aware of inspection criteria for a 'good' lesson. ☐
- Resources including AV to be co-ordinated. ☐
- Marking exercise books and other work to be up to date. ☐
- Teaching rooms and stock rooms to be tidy with examples of pupils' work on display. ☐
- Children will be aware of the inspection and its importance to the school so their full co-operation can be expected. ☐

### Discussion with an inspector

- How the department is organised and how it fits in with the whole school organisation. ☐
- Questions on any of the department's policies. ☐
- Schemes of work and the principles on which they are based. ☐
- Capitation and how it is spent on resources. ☐
- Styles of management in the department. ☐
- Links between the department and whole school management. ☐
- Assessment, monitoring standards and methods to raise them. ☐
- Additional activities such as running a geography club. ☐

### Lesson observations

- Expect an inspector to arrive at any lesson at any time, and leave at any time. ☐
- Provide the inspector with lesson notes and class details. ☐
- Do not expect an evaluation or comment at the end of the observation. ☐

### Feedback and follow up

- Listen to the inspector's initial findings and check for accuracy. ☐
- Take note of the final whole school and departmental findings and take action to resolve areas where problems have been identified while retaining good practice. ☐

## Geography department development plan

Area of planning	What is needed	Who does it	Cost	Dates	Success criteria
The KS3 curriculum					
The KS4 curriculum					
Post-16 curriculum					
Resources					
Staff development					
ICT					
Promoting geography					
(Other)					

## An effective geography department?

### The staff

- 1 Does the head of department show leadership and is s/he able to take decisions?
- 2 Are all staff well qualified, confident and competent to teach geography?
- 3 Do staff work well together as a team?
- 4 Are tasks delegated to members of the department?
- 5 To what extent do staff have responsibilities outside the geography department?
- 6 What opportunities are there for professional development work for all staff?
- 7 To what extent are staff involved in geographical work outside the department?
- 8 Do staff feel they have enough support from inside the department?
- 9 Is the appraisal system valued?

### Meetings and management

- 1 Are there too many meetings, or not enough?
- 2 Are the meetings an effective use of time?
- 3 Does every meeting have a clear agenda?
- 4 Is the conduct of the meetings professionally managed?
- 5 Does everyone in the department feel they have a voice at meetings?
- 6 Are there useful outcomes from the meetings?
- 7 Are there links with local primary and other secondary schools?

### The curriculum

- 1 Is there a clear and shared vision of geography?
- 2 Do schemes of work give clear guidance to teachers?
- 3 Is enough done to ensure differentiation?
- 4 Is purposeful homework set and marked regularly?
- 5 Is there an entitlement to fieldwork for every pupil in every year?
- 6 Does the geography department make enough use of ICT?
- 7 Do staff use a variety of teaching and learning methods?
- 8 Do staff innovate?
- 9 To what extent are pupils offered choices and take ownership of what they study?

### Finance and resources

- 1 Is capitation adequate and is its management effective?
- 2 Are there enough up to date resources?
- 3 Are resources accessible and well managed?
- 4 Is there a sufficient variety of resources?

### Monitoring performance

- 1 Is there a commitment to ensuring that every pupil reaches their full potential?
- 2 Are records kept to monitor aspects of equal opportunities?
- 3 Are records of achievement used to inform curriculum planning?
- 4 How informative is marking and reports to parents/carers?
- 5 Do staff have common standards of assessment?

## Making decisions

As head of the geography department, how would you respond to each of the following scenarios?

- The head of history and the head of RE want to talk to you about presenting a case to SMT to form a humanities faculty.
- A parent phones to complain about a piece of homework that one of your department has set. They feel that either its content, timing or expectations are inappropriate.
- You want to delegate some tasks to all members in the department. A member of your department with other responsibilities refuses to take on the extra work.
- There is a split in the department on the most effective way to spend money. Some think that standards can best be raised by better resources at KS3. Others want to focus spending on KS4 and A-level groups.
- An NQT wants to teach an A-level class so that she/he can broaden her/his experience. You already have some experienced and effective teachers for the A-level group.
- One member of the department has little experience of using ICT and thinks that it is taking too much of the department's time and resources.
- One member of the department uses little other than didactic methods, worksheets and revision notes with her/his GCSE classes. They achieve a good percentage pass rate at grades A-C.
- One member of the department has been failing to set and mark homework in accordance with departmental policy.
- Some members of the department have strong views about environmental issues and the politics that affect decision taking on these issues. They want to actively promote these views as part of their teaching.
- A parent refuses to make a 'voluntary contribution' to a field visit.
- You refuse to allow one pupil on a field visit because of her/his past record of disruptive behaviour. The parent/carer contacts the headteacher to complain but also to promise that they will guarantee their child's behaviour on the day.
- SMT want the department to raise its percentage of grades A-C at GCSE. They strongly recommend that you focus your time and resources on pupils who might get a grade C.
- A colleague is feeling under stress because of an impending OFSTED inspection.