

## Sociology Department Vision Statement

### **Sociology**

The department teaching space is well equipped with Smartboard and other resources.

We follow the AQA 8192 GCSE specification.

We operate a 3-year Key stage 4 and currently there is one teaching group in each of Year 9, 10 and 11. The subject is popular and oversubscribed. There is potential to increase the number of GCSE groups. Results are strong.

### **Shape of a lesson**

#### **What does your DNA and review look like?**

- The DNA and review (usually but not exclusively a quiz) covering prior lessons and prior terms learning. This will now be completed in the front of the book as I feel students will value them more and will make more effort with them. They will be corrected in green.

#### **What is the departmental approach to framing the title/HLOs of the lesson?**

- The title will be a question which the students will have the knowledge to answer by the end of the lesson.
- Students will then answer this question at the end as a plenary.

#### **What is the departmental approach to modelling/Direct Instruction?**

- Independent learning tasks will be modelled prior to students completing the bulk of the task themselves. LA groups may have more of the task modelled prior to independent work. Teacher will use active-obs and if they identify misconceptions they may return to model/direct instruction before allowing the students to work independently. When completing exam questions a range of techniques are used, for example I do, we do, you do / sentence starters and guided writes when approaching questions styles for the first time. Students are also given model answers to compare their work to during dirt sessions or during exam skill sessions.

#### **What are the departmental promoted strategies for AFL/questioning?**

- All lessons will contain multiple occasions for independent practice and active learning during this time teachers will use active obs, providing feedback to students to address misconceptions and provide stretch and challenge.
- Some multiple-choice questions will be used for common misconceptions or where students are LA or need confidence raising.
- Students will be expected to answer cold-call and if they do not have a go / make an educated guess, the behaviour policy will be enforced. Students will be targeted for different cold call depending on MEGs/ability. High ability students will be used to stretch the answers of low ability.

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### **What does the review of learning look like?**

- Students will add or correct information in green pen. The expectation is that when something can be self-assessed, it is. This will help students to develop their metacognition. Teachers will try to engage with books during active obs in the lesson.
- Students will complete formative assessments which will all mirror exam tasks from the AQA exam.

### **How are all lessons and resources accurately checked and updated (e.g. correct answers/correct links on slides)**

- Resources and lessons are available on SharePoint. These are adapted on a term by term basis in which schemes of work are reflected upon using www/ebi and feedback from staff teaching without a Sociology specialism.
- Regular view of SOW means that they are constantly updated.
- Teachers trial new ways of teaching.
- You may see the same topic taught to Y9/Y10/Y11 but in different ways depending on the ability of classes or stage of the learning journey.

### **Are your texts/readings appropriate?**

- Texts used are appropriate for the age group, key terms are added to the glossary.
- Some of the key theories/ideologies use quite challenging language which will be reciprocally or read in a guided way.
- Comprehension tasks may follow to check understanding.
- Some texts might be chunked into bullet points.
- Key theories should always be printed.

### **Presentation**

- Students must write the date and title which must be underlined using a ruler.
- Students must write in blue or black ink, but we permit key theories to be written in a different colour.
- Students are to mark using a green pen and teachers are to feedback using red pen.
- Books should be graffiti free and students should take pride in their work. No loose sheets in books.

### **Learning loop**

#### **Formative**

All formative tasks are marked. We do not do sample marking. At least once a fortnight, all pupils' responses to exam questions will be marked and given a quantitative mark for their work. The work will be marked on a whole class feedback sheet, which will have sections of a WWW and EBI/DIRT task. It will also have a literacy section. The EBI/DIRT tasks should allow the students to work on their target individually. These feedback sheets will be created for

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every task to enable the EBI/DIRT task to be precise enough for students to work on it independently.

The quality of the student improvement will then be checked when the next loop is marked, or before. This way, the feedback loop will be closed and students will make more progress. When completing dirt students will be given support, this could be via model answers, sentences starters, KO questions numbers or dirt support sheets to allow them to improve their work. Dirt tasks will have an extension to stretch students.

The formative assessments are mapped out throughout the year and students have a homework to prepare for them, however, these can change at the CLs discretion depending on areas of student focus/re-teaching.

### **Summative**

In Term 2 and 4 students will complete an end of topic assessment as per the curriculum. In term 5/6 data from the EOY exam (covering everything learnt so far that year) will be used for the data drop. All pupils' responses will be marked and given a quantitative mark and grade for their work. From this marking, the teacher will create a whole class feedback sheet which contains WWW/EBI and an individual DIRT task which will be the first learning activity for the feedback lesson where possible. The quality of the student improvement will then be checked prior to marking the next loop. This way, the feedback loop will be closed and students will make more progress. When completing dirt students will be given support, this could be via model answers, sentences starters, KO questions numbers or dirt support sheets to allow them to improve their work. Dirt tasks will have an extension to stretch students. In their reflections in the exam wrappers they look at areas they need to improve prior to the next assessment.

Students peer and self-mark class work using a green pen. This is particularly common with low stakes testing. If being used with examination questions, teachers will guide students with the assessment criteria and mark schemes and model / live modelled answers to ensure this is accurate. Teachers will check that this is being done correctly and to a good standard.

### **Adaptive learning**

LA groups / students will have adapted resources for DIRT or in extreme cases, may have more support with the formative task to allow them to complete the task. This will be completed by the class teacher based around their knowledge of the students and could look different in each group. For example, an LA student or group may look at completing half of a 12-mark question instead of a full 12-mark question. This will allow them to slowly focus on each skill they are using for the question. We also start Y9 students on short mark content-based questions during the first term, before introducing the idea of an essay.

HA students will complete stretch and challenge activities on each task this will be labelled in books. This will be checked for in active obs as well as book marking. For EAL students' resources may be created that give them key words / essay scaffolds and allow them to access the work, but also improve their English skills. For those using laptops lesson resources will be uploaded to one note prior to lessons.

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### **Literacy/reading/oracy**

Literacy marking will focus on correcting spelling, punctuation and grammar and will take place formally in books during cold tasks, but will also form part of active obs and butterfly marking. Students will correct this during dirt feedback sessions in green pen up to 3 words per piece of work. At the back of the book there will be a glossary, added to each lesson. Students may practice saying some new words out loud to ensure correct pronunciation and use.

Students will read in most lessons to complete their independent tasks - they will also read complex key ideologies that use sociological and political language and require them to make inferences from the text. Students will read aloud during lessons as part of the modelling process.

Oracy techniques will be used with frequent turn and talks to provide a low risk environment to share ideas. Habits of discussion are frequently used in class to allow students to make judgments using evidence and explaining and defending their viewpoint.

### **Numeracy**

Students will on occasion look at data in tables and graphs and asked to draw conclusions from that data about political or sociological events. They will essentially need to spot trends. Teachers will model how to do this.

### **Homework**

Each term students will have:

- 3 Seneca pieces of homework per term
- 2-3 Revision pieces of homework which they will bring in to help them with their formative task. This way, students who complete the homework and put in the effort, will do far better than students who do not try at all.
- Optional challenge essay tasks will be set for Year 10 and 11 which will be essay questions which teachers will mark and give feedback on. This has proved popular with Year 11 this year.

Homework will be stamped/reviewed by teachers and detentions will be set for 3 missed homework tasks.