

From good to outstanding	how? (F Martin ideas)
Teachers have a clear understanding of the value of geography which they communicate effectively to pupils.	Teachers communicate enthusiasm and passion about geography to pupils.	<p>By:</p> <ul style="list-style-type: none"> ▪ applying geographical thinking, content, skills and values to 'real world' situations, including work contexts, political and moral issues ▪ linking work in geography to other parts of the curriculum, e.g. to Citizenship, PSHE and to other academic disciplines ▪ developing generic skills in literacy, numeracy, ICT and visual literacy that can support the student's broader educational development ▪ by developing enquiring minds in relation to subject content, identifying and exploring both topical and underlying issues ▪ using personal delivery styles to engage students with the subject content
Teachers have a confident level of specialist expertise which they use well in planning and teaching the subject.	Teachers have high expectations and a high level of confidence and expertise both in terms of their specialist knowledge and their understanding of effective learning in the subject.	<p>By:</p> <ul style="list-style-type: none"> ▪ ensuring that students are cognisant of the concepts that underpin the subject, e.g. space, place, sustainability etc. (as in the NC Orders) ▪ teach using up to date case study resources (as appropriate) ▪ take account of current thinking and research in their subject ▪ teach subject content that is sufficiently detailed, complex and of relevance to current economic, environmental and social issues ▪ relate their teaching to the success criteria as set out in NC Orders for the subject (the Attainment Targets) to ensure that students are offered opportunities for achievement at the highest levels at which they are capable
Teachers use an appropriate range of teaching strategies to promote good learning across all aspects of the subject	Teachers use a very wide range of innovative and imaginative teaching strategies to stimulate pupils' active participation in their learning and secure outstanding progress across all aspects of the subject.	<p>By:</p> <ul style="list-style-type: none"> ▪ understanding and constantly refining the characteristics of 'good' teaching and learning in their subject ▪ using techniques that aim to engage students with their learning and to think creatively, e.g. through group work and decision taking ▪ offering opportunities for students to take some degree of responsibility for their studies, e.g. by offering choices to follow individual interests ▪ by creating schemes of work and sequences of lessons that take account of progression in all aspects of the work, e.g. in conceptual development, depth of knowledge and complexity of understanding and in graphic skills ▪ ensuring that students are aware of the success criteria for the subject and that they are provided with appropriate feedback that targets how and in which aspects of the subject they should next improve
Teachers use an appropriate range of	Lessons are carefully structured and a range of	

teaching strategies to promote good learning across all aspects of the subject.	innovative resources is used regularly and very effectively.	
A range of multi-media resources is available to support learning.	Very good use [is] made of multi-media to explore a wide range of geographical issues.	By: <ul style="list-style-type: none"> ▪ using field work to give students a full sensory experience of geographical topics and issues ▪ using a rich variety of secondary resources, e.g. film, animation, sound, still images and texts in different formats (including those offered through the use of ICT) ▪ offering students opportunities to present their work using multi-media formats (including those offered through the use of ICT)
Frequent use is made of maps [at] a variety of scales.	The effective use of a wide range of types of maps is commonplace.	By: <ul style="list-style-type: none"> ▪ developing the skills to interpret visual data of different types and to different scales, e.g. maps, vertical air photos, satellite images ▪ integrating the use of maps and other visual resources into work on different topics and issues ▪ developing skills to use a range of GIS software, e.g. linking raw data to places to present, process and query it for analysis and interpretation
Good use is made of ICT and Geographical Information Systems (where relevant) to promote learning and enable pupils to use data and information sources to search and select, organise and investigate and refine and present information well.	Very effective use is made of ICT and Geographical Information Systems (where relevant) to promote learning and enable pupils to use data and information sources to search and select, organise and investigate and refine and present information skilfully and independently.	

From "Draft supplementary subject specific guidance for inspectors for Geography" (www.ofsted.gov.uk)

I did not address the second document, so a few quick thoughts on that.

Achievement in geography

What's going on here? We already have Attainment Targets (Level Descriptors) for geography at KS3 and Grade descriptors for GCSE, not to mention AS/A2 level. How does this new lot fit in with that lot? Does one have 'Outstanding' etc. in a Year 7 and a year 8 and year 9 context, the interpretation being different in each year - or what? Does the Ofsted 'Good' become the 'Outstanding' at the end of year 8, etc.? Or what? How are judgements to be made about achievement? How comprehensive will the assessment of 'achievement' be? If children are getting A*s for GCSE, does that give evidence of 'Outstanding'? Or will an inspector sit in on one or two sample lessons, look at a small sample of exercise books, talk to a few children, then make this kind of judgement? How random is that as a process? Will the new APP tests be part of the system - how compulsory are they?

Quality of teaching

As in my previous note, how do these items link to the existing Standards for teachers at different grades? Of course, what we have is the usual in vain search for appropriate words to convey qualitative differences between levels - a 'clear' understanding is obviously better than 'an understanding', but is anyone the wiser for the extra word 'clear'? Ofsted do like to have their four point grades - why not three, or five? What's so precious about four? It might be just as easy to have one paragraph that defines the best - then lower grades could be awarded based on the extent to which the best is being achieved. Does one really, honestly, need separate descriptors for each grade? I'm sure that the reality is that one picks the grade first, then justifies it with the descriptor, but of course, we can't admit to that. There is, of course (and inevitably so), very little that is specifically geographical in relation to the quality of teaching.

The Curriculum

The same, i.e. the generic statements, can be said for most of the descriptor for the curriculum. Yet presumably this is where the specific characteristics of each subject ought to be set out. There are a few mentions of things that are geographical, but not a lot. I suppose this is where the GA's Quality Mark criteria and Manifesto will most come into play, i.e. in setting out characteristics of 'good' geography within the curriculum.

Effective leadership

This is entirely generic, so there is no point in even attempting to write specifically geographical criteria for it.

All most unclear as to the status of this document, how it is to be assessed and how it is supposed to relate to other existing documents. Is this written down somewhere?

Fred