

Quality of teaching in Geography from “Draft supplementary subject specific guidance for inspectors for Geography” (www.ofsted.gov.uk)

Generic

Draft geography

1	Teaching in the subject is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils’ capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils’ understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.	Teachers communicate enthusiasm and passion about geography to pupils. They 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. As a result, they 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. Lessons are carefully structured and a range of innovative resources is used regularly and very effectively, with very good use made of multi-media to explore a wide range of geographical issues. The effective use of a wide range of types of maps is commonplace. 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.
2	Teaching in the subject is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults’ support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.	Teachers have a clear understanding of the value of geography which they communicate effectively to pupils. They have a confident level of specialist expertise which they use well in planning and teaching the subject. As a result, they use an appropriate range of teaching strategies to promote good learning across all aspects of the subject. A range of multi-media resources is available to support learning. Frequent use is made of maps to a variety of scales. 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.
3	Teaching in the subject may be good in some respects and there are no endemic inadequacies. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers’ subject knowledge is secure. Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils’ work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.	Teachers understand how to maintain most pupils’ interest in geography. They have a sound level of subject expertise which they use in their planning and teaching. As a result, they use a range of resources and teaching strategies to promote a satisfactory level of learning across most aspects of the subject. Fieldwork tasks are not sufficiently challenging for all pupils but meet basic requirements. Resources, including maps, are used adequately. Multi-media resources are available to support learning but are not always used to their full potential. Satisfactory use is made of ICT and Geographical Information Systems (where relevant) to promote learning but opportunities for pupils to use data and information sources to search and select, organise and investigate and refine and present information are limited.
4	<i>Expectations in the subject are inappropriate. Too many lessons are barely satisfactory or are inadequate and teaching fails to promote the pupils’ learning, progress or enjoyment.</i> or <i>Assessment in the subject takes too little account of the pupils’ prior learning or their understanding of tasks and is not used effectively to help them improve.</i>	Teachers are not able to engage pupils’ interest in geography. Their subject expertise may itself be limited and, as a result, they do not provide the resources or teaching strategies to promote effective geographical learning. A narrow range of teaching and learning styles predominates. There is considerable variation in the frequency and quality of fieldwork experiences between classes. Low level tasks are set which are inappropriate to the pupils’ ages and/or abilities. As a result, most pupils do not make adequate progress in their acquisition and application of geographical learning and field work skills.