



## Achieving Success in S1 and S2: Questionnaire

History Department

Session: .....

To what extent:	Always	Sometimes	Never	Comments
1. are early warning systems used to detect underachievement?				
2. is time devoted to each of the following types of direct teaching? <ul style="list-style-type: none"> <li>• Interacting with pupils through questioning, discussions, expositions and explanations.</li> <li>• Listening and responding to pupils' answers and views.</li> <li>• Providing pupils with feedback and checking through questioning that teaching points have been well made and understood.</li> <li>• Sharing objectives with pupils when setting tasks that challenge and motivate.</li> <li>• Monitoring the progress and pace of learning of individuals within groups.</li> <li>• Responding to individual needs by identifying next steps in learning.</li> </ul>				
3. is target setting used for individual pupils?				
4. is there continuity and progression in: <ul style="list-style-type: none"> <li>• content?</li> <li>• skills?</li> </ul>				
5. are there opportunities for 'collaborative' planning with other departments?				
6. has the delivery of homework been monitored by: <ul style="list-style-type: none"> <li>• department?</li> <li>• school?</li> </ul>				
7. are parents involved in supporting and sharing in: <ul style="list-style-type: none"> <li>• target setting?</li> <li>• monitoring homework?</li> </ul>				
8. is there broad banding or setting in the curricular areas of: <ul style="list-style-type: none"> <li>• S1?</li> <li>• S2?</li> </ul>				
9. have pupils been presented at higher levels to help raise attainment?				
10. are detailed records kept to improve monitoring?				
11. is there monitoring of attainment of pupils across subjects to identify comparisons and contrasts?				
12. is it ensured that materials and pace of learning are providing sufficient challenge?				

## 5–14 Supplementary Material

### Achieving Success in S1 and S2: Questionnaire (continued)

To what extent:	Always	Sometimes	Never	Comments
13. is there peer support among pupils for: <ul style="list-style-type: none"> <li>• paired reading?</li> <li>• other activities designed to raise pupil attainment?</li> </ul>				
14. are there opportunities for practising writing skills in: <ul style="list-style-type: none"> <li>• S1?</li> <li>• S2?</li> </ul>				
15. is support provided for more able pupils in: <ul style="list-style-type: none"> <li>• S1?</li> <li>• S2?</li> </ul>				
16. has there been a focus in staff development on raising attainment?				
17. has Support for Learning been targeted for: <ul style="list-style-type: none"> <li>• S1?</li> <li>• S2?</li> </ul>				
18. have praise and reward schemes been used to raise pupils' self-esteem?				
19. have pupils been involved in producing codes of: <ul style="list-style-type: none"> <li>• behaviour?</li> <li>• performance?</li> </ul>				
20. have strategies and resources been used to target gender issues?				
Other strategies for raising pupils' attainment <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>				

The above strategies have been used in a number of schools across the country where attainment has been raised. The Development Planning/Quality Assurance Group would welcome suggestions for other strategies to achieve the same aim.