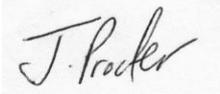


Subject Leadership Policy

| | | |
|-----------------------------------|--|----------------------|
| Review cycle | 1 / 2 / 3 years | Date: September 2021 |
| Approved by | Full Governing Body / Executive Headteacher | |
| Changes made in this review cycle | September 2021 Appendices updated | |
| Linked policies | Book and Marking Policy Learning Environment Policy Teaching and Learning Policy | |
| Signed |  | Date: September 2021 |
| Position | Executive Headteacher | |
| Date of next Review | September 2024 | |

Introduction

At Pioneer Primary Schools, the subject leader will provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement of all pupils.

A subject leader provides strategic leadership and direction for the subject and ensures that it is managed and organised to meet the aims of objectives of the school and the subject. While the Executive Head, Heads of School and governors carry overall responsibility for school improvement, a subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of the school policy and practice. Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards in the school.

A subject leader plays a key role in supporting, guiding and motivating teachers of the subject, and other adults. Subject leaders evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject. Although the subject leaders will undertake a variety of monitoring activities, the Executive Head Teacher, Heads of School and Assistant heads will retain a larger proportion of that monitoring which requires direct classroom observation of teaching and learning.

A subject leader identifies needs in their own subject and recognizes that these must be considered in relation to the overall needs of the school. It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of pupils.

Effective leadership results in:

- a. **pupils who** show sustained improvement in their subject knowledge, understanding and skills in relations to prior attainment; understanding the key ideas in the subject at the level appropriate to their age and stage of development; shows improvement in their literacy, numeracy, information technology skills; knows the purpose and sequence of activities; are well prepared for any tests in the subject; are enthusiastic about the subject and highly motivated to continue with their studies; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment;
- b. **teachers who** work together as a team; support the aims of the subject and understand how they relate to the school's aims; are involved in the formation of policies and plans and apply them consistently in the classroom; are dedicated to improving standards of teaching and learning; have an enthusiasm for the subject which reinforces the motivation of pupils; have high expectations for pupils and set realistic but challenging targets based on a good knowledge of pupils and the progression of concepts in the subject; make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching; taking account of relevant research and inspection findings; make effective use of subject-specific resources; select appropriate teaching and learning approaches to meet subject-specific learning objectives and the needs of pupils;
- c. **parents who** are well informed about their child's achievements and attainment in the subject and about targets for further improvement; know the expectations made of their child in learning the subject; know how they can support or assist their child's learning in the subject;
- d. **Senior Leaders who** understand the needs of the subject; use information about achievements and development priorities in the subject in order to make well informed decisions and to achieve greater improvements in the whole school's development and it's aims;
- e. **other adults in the school and community, including technical and administrative staff, classroom assistants, external agencies and representatives of business and industry, who** are informed of subject achievements and priorities; are able; where appropriate, to play an effective role in supporting the teaching and learning of the subject.

All teachers have a contractual obligation to help manage the teaching of colleagues through subject leadership. The following documents outline this obligation.

School Pay and Conditions Document

Teachers who are subject managers for the whole school can be expected

- (a) To develop a clear view of the nature of their subject and its contribution to the wider curriculum of the school, including creating Road Maps to show the clear progression of skills and knowledge in the subject;
- (b) To provide advice and documentation to help teachers to teach the subject and interrelate its constituent elements;
- (c) To play a major part in organising the teaching and the resources of the subject so statutory requirements are covered.

Professional Dialogue

You will have the opportunity to discuss your subject leader role with your reviewer for Performance Management. A copy should be kept in your Professional Portfolio

Subject leaders have a file, which is kept up to date.

All files contain the following information:

Subject Leaders File

Section 1 – Policy

- Subject Leadership General Policy
- Subject Specific Policy – inc curriculum aims, time allocation, teaching approaches, classroom organisation.

Section 2 – Standard and Progress

- Analysis of standards in relation to national expectation
- Analysis of progress
- Evidence of moderation

Section 3 – Curriculum

- Long term and medium term plans
- Road Map for the subject to show progression in skills and knowledge

Section 4 – School Improvement

- Action Plan
- Reviewed action plans
- Evidence of planning scrutiny carried out
- Records of discussions with pupils and staff
- Evaluation of children's work / work scrutiny
- Records of observation

Section 5 – Resources

- Resource audit
- Resource list

Section 6 – Staff CPD

- Subject leadership Audit
- Record of CPD for all staff in this subject

Section 7 – Securing Accountability

- Reports to the Governors

Strategic direction and development of the subject – Policy

Within the context of the school's aims and policies, subject leaders develop and implement subject policies, plans, targets and practices, which reflect the school's commitment to high achievement, effective teaching and learning. This policy needs to be updated at least annually, more often if there is a development or change in the subject.

Standards and Progress

Subject leaders create medium term plans for teachers in all year groups to support the effective delivery of their subject. They evaluate practice and develop an acceptance of accountability. They monitor the progress made towards achieving subject plans and targets, they evaluate the effects on teaching and learning, and use this analysis to guide further improvement, using a variety of Subject Leader tools:

- Work sampling
- Planning sampling
- Teacher discussion
- Pupil interviews
- Class swap
- Observing learning and rates of progress in lessons

Once the standards have been monitored, the findings are acted upon by the subject leader.

- An annual report is sent to the Governors
- Feedback is given to head teacher and to colleagues
- Any areas for development are fed into the Subject Action Plan and acted upon

Staff CPD

Subject Leaders audit training needs of staff and lead professional development of staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary.

Subject leaders provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.

Subject leaders provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. They establish clear expectations and constructive working relationships among staff through team working and mutual support.

The role of the subject leader

The overall purpose of the subject leader is to be a **“champion”** for their subject and to contribute to school improvement by raising standards in achievement through the provision of high quality teaching and learning experiences for all children.

The subject leader will:

Consult:

- With the senior leader with responsibility for teaching and learning concerning the development of their area of the curriculum within the context of the school policies
- With the senior leader with responsibility for curriculum to ensure that the legal requirements of the National Curriculum are covered effectively
- With other schools to promote the dissemination of good practice
- With other schools to ensure curriculum continuity and progression, common understanding of assessment practice and the sharing of resources and or/expertise
- With school Governors over the policy documentation and standards in teaching and learning

- With professional associations to draw upon their curriculum expertise and keep up to date with current thinking and research

Develop curriculum planning by:

- Having regard to and interpreting the local authority policy and national guidance
- Be available to offer ideas for resources or lesson plans where staff need assistance
- Working with the head teacher and staff to draw up/review a policy document for the specific curriculum area
- Working with the relevant teaching staff to draw up units of learning, reviewing those plans subsequently to ensure continuity and progression and monitoring and advising on the planning documentation to ensure breadth, balance and progression

Ensure effective implementation of the curriculum by:

- Working alongside other teachers to support staff in the classroom to inform their practice
- Model good teaching and learning, demonstrating their particular expertise in their subject
- Planning and delivering school based CPD or INSET in their curriculum area
- Keeping up to date on current thinking and research and share significant developments with staff
- Being proactive in their subject leader role by identifying priorities, assessing possibilities and recommending available courses of action
- Working with the senior leadership team to convene meetings for staff to discuss, explain and agree work in their curriculum area. This will involve drawing up agendas, keeping minutes and notes of actions to take

Develop appropriate resources by:

- Developing a knowledge of the resources that are available nationally, regionally and locally e.g. resource centres, museums, area support groups, places of interest, apps and visiting speakers
- Acquiring resources for the school
- Managing the resources within the school ensuring that they anticipate and reflect the planned curriculum
- Providing guidance to the staff on the resources available and the ways in which they can be used
- Maintaining resources and monitoring their proper use and storage
- Alerting staff to any health and safety issues relating to any specific items of equipment

Develop effective assessment and record keeping procedures by:

- Developing, within the context of the whole school policy on assessment and the assessment framework, assessment practices in their particular curriculum area
- Assisting colleagues so that the final assessment procedures are carried out with clarity and consistency
- Within the framework of the whole school policy on assessment and the assessment framework develop an appropriate record keeping system for the curriculum areas which is both formative and summative

Monitor and evaluate standards in teaching and learning by:

- Working with colleagues to establish the effectiveness of the current planning processes, teaching and learning approaches, assessment and record keeping
- Evaluate (and take on board pupil and teacher evaluations) the effectiveness of their subject, making changes in consultation with Heads of School.

Annual schedule for Subject Leaders

| Ongoing | Subject in Focus |
|--|--|
| <ul style="list-style-type: none">• Review and amend the subject Action Plan (appendix 1), identify resource needs, including CPD, and priorities for improvement• Produce a summary report on the subject linked to the development plan at end of year• Audit subject plans and coverage of scheme of work.• Monitoring by a scrutiny of work• Audit and order resources• Analysis of subject data and the use of Assessment data to be able to show subject area strengths and weaknesses (feedback into the development plan)• Discussions with children about their work (pupil voice)• Update documentation as required and respond to new developments• As appropriate, liaise with other schools, cluster meetings• Update personal knowledge• Update subject folder, including e folder | <ul style="list-style-type: none">• Know when, and plan for, the subject will be the focus of staff meetings.• Policy review• Deliver staff training and provide information for staff on subject development.• Liaise with other schools, cluster meetings• Develop exemplar portfolio• Prepare and deliver report to Governors. |

Pioneer Primary Schools

Feedback from discussions with pupils

When monitoring through a pupil voice questionnaire, the following questions could be included (this is not an exhaustive list)

Teacher's name.....Subject.....Year group.....

Review conducted by.....Date.....

What do you understand about this subject? What are you learning about?

What do you enjoy about this subject?

What have you found difficult? What did you do to help you overcome this?

How well do you think you are doing in this subject?

Do you know what you need to improve next? What is your 'next step'?

How has the teacher's feedback helped you to improve?
Do you prefer written or spoken feedback? Which is best?

Do you have any questions about this subject?

A copy of this check should be passed back to the individual teacher and to the head teacher. You should also retain a copy for your own records.

Notes need only be brief, but it may be appropriate to expand on these by a follow up meeting with the teacher.

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| 4. Proactive Partnership links with Park Mead (SDP 2.2): | | | | | | | | | | |
| 5. Any other areas of develop for subject if needed: | | | | | | | | | | |

Appendix 2 – Book monitoring template

Subject Leadership Book Audit

Subject:

Date:



Ofsted Criteria – Quality of Education

Outstanding (1)

- The school meets all the criteria for a good quality of education securely and consistently.
- The quality of education provided is exceptional.

In addition, the following apply.

- It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.

Good (2)

Intent

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.

Implementation

- Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.

- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.



Book and Marking
Policy 2019.docx

Support/CPD highlighted in yellow (should be listed for every area of development)

Summary Strengths:

✓

Summary Areas for Development:

➤

Curriculum Coverage: (cross referencing against annotated curriculum maps)

Strengths:

✓

Development:

➤

Books (Selection of book must include SEND and PPG):

Strengths:

✓

Development:

➤

Planning subject dive: (differentiation, provision, coverage, cross-reference to curriculum map)

Strengths:

✓

Development:

➤

Appendix 3

Questions to consider in your role as a subject leader

Standards:

- Are standards in line with National Curriculum expectations?
- What standards are achieved by children and are there any variations or trends?
- To what extent do high, average and low attaining children acquire and consolidate their knowledge, skills and understanding?
- Do children make progress in line with others of a similar ability?
- How well do children with SEN make good progress towards meeting the targets set for them?
- Is the school meeting its targets and are they sufficiently challenging?
- How do the school's results compare with those of similar schools?

Teaching and learning:

- Do teachers have appropriate knowledge and understanding of the subject?
- How effective is their planning, use of time and resources?
- Do teachers differentiate learning effectively for children, including those with SEN?
- How effectively do they manage children's behaviour and organise learning in the classroom?
- Does the school have an effective and consistent approach to home learning?
- Are children's attitudes towards the subject positive and are they productive?
- How well do children understand the learning set and how well do they apply themselves?
- How is ICT used within the subject?

Curriculum and assessment:

- How is coverage of the subject and progression and continuity of learning ensured?
- Does the school provide a broad range of opportunities for learning in the subject?
- How does the school provide equality of access and opportunity for all children?
- What are the school's approaches to assessment?
- What are the arrangements for recording assessments and do they conform to legal requirements?
- How do teachers record children's general progress?
- How does assessment inform curriculum planning?

Leadership and management of the subject:

- Is the subject reflected in the schools aim?
- Is the subject identified in the SDP and how effective is the action planning?
- Has the subject leader been adequately trained and prepared?
- What is their role in planning and development?
- How is the subject leader involved in monitoring and evaluating their subject?
- How does the school ensure consistency and quality of teaching and learning?
- How are standards and progress of the children monitored?
- How effectively are staff, accommodation and learning resources managed and deployed?

Staffing, accommodation and learning resources:

- Are staff appropriately qualified and experienced?
- Are their professional development needs identified and met?
- Is the accommodation adequate to teach the subject and are the resources accessible and well organised?
- Are there sufficient resources to teach the subject and are they of the right quality?