



“Learn, **sparkle & shine...”**

St. Peter's C.E. Primary School - Farnworth

Subject Leadership Policy

Written Nov 16 Updated July 19 Updated May 2022 Updated June 2022 LW		Curriculum leader Deputy Head teacher for curriculum
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Introduction:

The work of a subject leader covers the entire school and the effectiveness of development builds on a secure knowledge of existing practice. The purpose of this role is to improve the quality of the learning experience for all pupils within the subject and to raise and maintain the standards of achievement for all pupils. At St Peters C of E Primary School, it is the role of the subject leader to implement the aims of the school through their subject area.

Rationale

We believe that subject leaders should have the freedom to lead and develop their subject using the knowledge and skills that they have acquired. They should share their expertise and passion for the subject in order to achieve effective outcomes for pupils that foster a sense of enjoyment, awe and wonder.

Aims

The purpose of subject leadership is to provide professional leadership and management for a subject in order to secure:

- A clear view of the nature of their subject, based on evidence, and how it contributes to the wider school curriculum.
- High quality teaching of the subject in order to raise attainment across the school.
- Improved standards of learning and achievement for all pupils.
- Develop staff subject knowledge in an area that is not their speciality
- Effective use of resources

Outcomes

Effective subject leadership results in:

a. pupils who

- show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment;
- understand the key ideas in the subject at a level appropriate to their age and stage of development;
- show improvement in their literacy, numeracy and computing skills through other curriculum areas;
- are well prepared for any tests in the subject;
- are enthusiastic about the subject and highly motivated to continue with their studies;

b. teachers who

- work well together as a team to enhance a subject;
- 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 understand the progression of concepts in the subject;
- make good use of guidance and support to enhance their knowledge and understanding
- 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 in the subject and next steps 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. head teachers and other senior leaders who

- understand the needs of the subject;
- use information about achievements and development priorities in the subject in order to achieve greater improvements in the whole school's development

e. other adults in the school and community, including teaching assistants, administrative staff, external agencies and representatives of the wider community 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.

Equal Opportunities / Inclusion

Subject leaders also have a responsibility to make sure that the subject is equally accessible to all staff and pupils. This may mean considering different beliefs and how this affects children's ability to access a subject or it may mean organising additional resources to support children who have special educational needs.

Summary of subject leadership

Leading a subject requires leadership rather than simply management of the curriculum area. The leader should initiate and then drive developments, followed by monitoring and evaluating the developments put in place.

The areas could be summarised as:

- Knowledge
- Support
- Monitoring and evaluating
- Changing

Knowledge of the subject area:

Knowledge may be gathered in a variety of ways but should include:

- Up to date understanding of the strengths and areas for development in school through evidence gathering activities.
- Understanding of how subject priorities link to whole school actions and developments.

- Knowledge and understanding of relevant assessment practices for the subject.
- National and local developments that affect practice.
- What CPD is available and who may benefit from this
- Developing in-school CPD as needed
- Ensuring the subject policy is up to date and reflects current practice

Support

There are a variety of ways to provide support and these include:

- Supporting staff to understand the curriculum expectations.
- Helping staff to develop their knowledge and teaching ability
- Guiding pupils to gain a curiosity for the subject,
- Disseminating subject developments so all staffs subject knowledge remains up to date.
- Locating relevant resources to support teaching and learning within the subject.

Monitoring and evaluating

This is a key role of the subject leader to inform them of the learning outcomes for their subject. The process is cyclical and must be evidence based in order for secure judgements to be made.

- Monitoring statutory coverage termly and use of school policies and practices.
- Evaluating the quality of teaching and learning through scrutiny of outcomes whether this is through planning, book scrutiny, pupil voice, staff questionnaire or learning walk.
- Evaluating changes and developments that have been put into place.
- Gathering a range of viewpoints on the subject including staff, pupils, governors and other stakeholders.
- Analysing appropriate data and feeding this back to senior leaders, governors and staff.

How good is our Teaching and Learning?

The subject leader compiles this knowledge gathered from monitoring and evaluation work through the document entitled 'How Good is our Teaching and Learning?' This is a two part document, firstly teaching staff complete a review of the subjects that they have taught identifying strengths, areas for development and the evidence that they are using for their judgements. This is then distributed to subject leaders.

Subject leaders then use this evidence in conjunction with other evaluative work that has been carried out through the year to update the second part of How Good is our Teaching and Learning which uses the OFSTED grade descriptors and subject specific supplementary guidance. The strengths then inform best practice for the subject and the areas for development become the future identified actions.

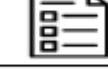
Changing practice

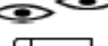
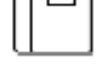
A subject leader needs to drive forwards changes in their subject using information gained from the activities listed above. Activities would include:

- Identifying changes needed following evaluation of the subject or knowledge of new initiatives.
- Identifying how to put the change into place so that these are manageable
- Share the impact change has made. This may be across a variety of areas such as: standards, pupil engagement, behaviour, spiritual, moral, social and cultural education, provision for vulnerable groups.

The actions are compiled in a subject leader action plan that focuses on one key priority at a time. There may be a number of actions for this development to take place but one key change will be brought about for that subject. This is then evaluated and further actions may be identified. Once the leader is satisfied that the priority has been actioned they may then choose a further priority to focus on.

Subject Leaders: support and challenge	
	Support teachers to: • Interpret long term and medium term plans • Use Progression Documents • Plan sequences of learning • Develop their subject knowledge
	Model key pedagogies for colleagues, considering: • Requests from colleagues • Known areas for development
	Team teach with colleagues to guide them in adapting practice.
	Coaching conversations with colleagues to support reflection on key practices.

Subject Leaders: independent quality assurance	
	Is the curriculum intent being implemented effectively? • Multiple lesson visits/Learning Walks • Book Look • Pupil Voice
	Discussions with teachers from those lesson visits: • Check understanding of curriculum/pedagogy • Arrange modelling, team teaching or coaching as necessary
	Make judgements on strengths and areas for improvement: • Are we having the planned subject specific impact? • Are we meeting the 'good' grade descriptors?
	Update records of strength and areas for improvement. Use this to inform sustained working with colleagues. Look at pattern – what is typical?

Subject Leaders: collaborative quality assurance	
	Present curriculum intent and how it is implemented to SLT. Include impact so far and summary of strengths and areas for improvement
	Multiple lesson visits. Does what we see in lesson reflect our intent?
	Book Look/Seesaw Scan: • Use books from lessons visited and termly monitoring • Include a range of pupil abilities and needs.
	Discussion with teachers from lesson visits about curriculum/pedagogy. Discussion with children from lesson visits and termly monitoring to gauge whether they know and remember more.



Cycle of subject leadership



Summer term

Based on monitoring and evaluation that has taken place throughout the year and information collected from the 'How Good Is Our Teaching and Learning?' process subject leaders complete an evaluation of the subject identifying:

- Strengths
- Areas of progress through the year
- Areas that require further development
- Evidence base
- Grade

This then becomes the summary document for the end of the academic year.

Autumn term

Using the information collated at the end of the previous school year from evaluations, subject leaders create an action plan for the forthcoming term that focuses on one key priority.

This must include specific targets that will develop the quality of teaching and learning in that subject area.

The outcomes are then evaluated thoroughly before a new priority is identified.

Throughout the school year.

Monitoring and evaluation activities will take place throughout the school year as identified on the curriculum action plan. These are opportunities for the subject leader to collect a variety of types of evidence that will help to identify how the subject is progressing.

The findings are then used to identify if further actions need to be put in place to support that curriculum priority or whether this is now becoming embedded practice and new priorities can be actioned.



Maintaining a subject leader portfolio

The portfolio is a key resource that allows the leader to collect and collate evidence in order to make informed decisions about their subject.

Effective curriculum portfolios provide the evidence and support that a subject leader needs to make judgements about the quality of teaching and learning in their subject.

The portfolio should be updated at least termly to evidence the impact of initiatives that have taken place over the term or to show monitoring and evaluative work that informs future changes.

The document belongs to the school and should be passed on promptly when a new subject leader takes over.

Curriculum Portfolio

- An up to date copy of the curriculum policy.
- The curriculum map –dated for each academic year. Previous curriculum maps should be kept behind this.
- A copy of How Good is Teaching and Learning, dated for each year. Previous copies to be kept behind.
- Curriculum action plan, dated for the next term and evaluated and updated as needed. A record of development work in school (staff meeting minutes / evaluations of courses attended by staff / in school meetings
- Copies of evaluated action plan to be kept behind the current document.
- Monitoring of statutory coverage – completed termly as a minimum
- Evaluation of the quality of curriculum provision including: book scrutiny, planning scrutiny, pupil voice, learning environment, marking and feedback, lesson observations.
- Evaluation of assessment and attainment data – progress and achievement summary information.
- Relevant resources and useful documentation.
- Portfolio monitoring reports – collected termly.

Subject leadership: lesson observations

Purpose: the main purpose of observing lessons is to enable you to make judgements on the quality of provision and to support your colleagues in ensuring highest quality learning takes place during the lesson.

During the observation: As this is not a PM or HT lesson observation, subject leaders are encouraged to circulate and participate in the lesson as this can be helpful to the process. It is helpful to agree the observation protocols beforehand. Your focus is on the children and the curriculum.

- What are they learning?
- What is the quality of the provision?
- Is there a good variation to the activities?
- Are the children sufficiently supported and challenged?
- Is the work marked to a high standard?
- What is the quality of the children's work?
- Are the children supported in their recording?
- Do the activities allow the children the opportunity to process their thinking?
- Is the lesson used to reinforce/ apply the basic skills teaching?
- Are the resources of high quality and appropriate?

Giving feedback: feedback should be given on the quality of the **learning** taking place during the lesson. Time should be planned so that the subject leader and teacher can discuss the lesson in full. Subject leaders & class teachers should identify absolutely everything that is good about the **learning**.

Further discussion should be around any issues arising from the lesson. This might include....

- Subject knowledge
- Quality of planning if appropriate
- Organisational issues
- Differentiation
- Children's recording thoughts/ ideas/ learning
- Quality of schemes of work
- Assessment strategies seen

Subject leaders **should not** give a grading to the lesson. Though it might be a useful and supportive process to decide together how the strengths of the lesson and how it could be developed further.

Organisation and management of school resources

The subject leader has overall responsibility for organising and managing resources for their subject so that they are appropriate to different ages and stages of learning and are easily accessible. This may include

- researching new resources that would support a particular strand of the subject
- identifying resources for a particular child who has special needs in that curriculum area and needs individual resources in order to make progress with their learning.
- Auditing resources
- Organising storage and checking for wear and tear.
- Ensure appropriate computing resources are available to support the subject

St Peters C of E Primary School
Self-evaluation
How good is our teaching & learning? **EYFS**

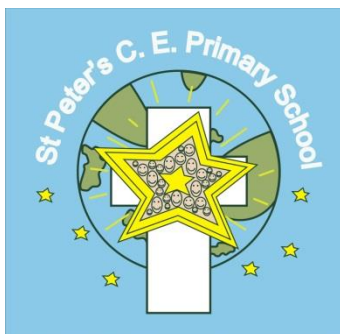
Subjects	ELG	Staff evaluation		
		2 Strengths	2 Areas for development	Evidence base
Communication and Language	Listening, attention & understanding			
	Speaking			
Physical development	Gross motor skills			
	Fine motor skills			
Personal, social and emotional development	Self-regulation			
	Managing Self			
	Building Relationships			
Literacy	Comprehension			
	Word Reading (inc phonics)			

	Writing			
Mathematics	Numbers			
	Numerical Patterns			
Understanding the world	Past and present			
	People, culture and communities			
	The natural world			
Expressive arts and design	Creating with Materials			
	Being Imaginative & Expressive			

St Peters C of E Primary School
Self-evaluation – How good is our teaching & learning?

Subjects		Staff evaluation		
		Strengths	Areas for development	Evidence base
Literacy	Reading	1.	1.	1.
		2.	2.	2.
	Writing	1.	1.	1.
		2.	2.	2.
	GAPS	1.	1.	1.
		2.	2.	2.
Mathematics		1.	1.	1.
		2.	2.	2.
Computing		1.	1.	1.
		2.	2.	2.
Science		1.	1.	1.
		2.	2.	2.

	Strengths	Areas for development	Evidence base
RE	1. 2.	1. 2.	1. 2.
Humanities	1. 2.	1. 2.	1. 2.
PE	1. 2.	1. 2.	1. 2.
Music	1. 2.	1. 2.	1. 2.
Art/DT	1. 2.	1. 2.	1. 2.
MFL	1. 2.	1. 2.	1. 2.
Sp, Mo, So, Cu/PSHE	1. 2.	1. 2.	1. 2.



Curriculum Improvement Plan

Subject:

Key priority		Proposed outcome (Specific, measurable impact on pupil's learning)		
		Time Scale	Lead person	
Actions				Impact
•				
•				
•				

Autumn term update – how close to achieving the stated outcomes are you?

Spring term update - how close to achieving the stated outcomes are you?

Final evaluation - what has been achieved that has impacted on pupil progress

St Peters C of E Primary School
Self-evaluation (insert year) – How good is our teaching & learning?

Subject	Subject leaders:
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Annual Review:

What are staff opinions about the subject?

Areas of progress:

What are our main strengths? (including evidence for these statements)

What are our areas of weakness/current concerns? (Including evidence for these statements)

On the basis of this evaluation what are the key priorities for next year that form the next curriculum action plan?

Quality of teaching and learning	1	2	3	4
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Subject leader guidance on collecting portfolio evidence

Since the new curriculum was introduced and more recently the new Ofsted framework there has been a focus on subject leaders knowing their subject in much greater detail.

The new Ofsted framework will interrogate the curriculum through several ways; a 'top level' view which is looking at the curriculum intent as a whole and school leaders' understanding of their curriculum intent and how its implementation allows content to be effectively sequenced to maximise learning and then what is being called a 'deep dive'. This is where subjects will be examined in detail through a range of different evidence bases.

You will need to know about each of these areas and ensure that your portfolio reflects this level of information. Ofsted will discuss your subject and collect evidence through questioning in the following ways.

Methods of information gathering to reach a judgement on a subject.	Where this evidence can be found
The curriculum intent for your subject area	Policy
Long and medium term planning and a rationale of why that content is chosen and why it is taught at that point. How is the curriculum covered? How does it progress across and within year groups? How is prior knowledge recapped?	Curriculum plan Policy
Classroom observations of a 'deliberately and explicitly linked connected sample of lessons'	Self-evaluations
Work scrutiny from pupils in observed lessons	Self-evaluations
Data scrutiny. This may include national data for EYFS, End of KS1/KS2, phonic screening, Y4 tables check, termly data for Literacy and Maths assessments, teacher assessment data for foundation subjects. Do you know what the strengths are? Why? Do you know the weaknesses? What is being done to improve them?	Data scrutiny Self-evaluation Data commentary
Discussions with teachers about sequencing and content	Self-evaluations Staff questionnaire How good is teaching and learning
Discussion with pupils from observed lessons	Pupil voice questionnaire
How does the subject fit into the wider curriculum? What cross curricular links are there?	Policy
What wider opportunities are there in terms of visits and visitors? How is the subject resourced?	Curriculum map Photographic evidence
How are new staff supported?	Policy
What are staff opinions of the subject?	How good is teaching and learning Staff questionnaire

Possible enquiry questions for subject leader self-evaluations

Subject leader self-evaluations are a valuable way to gather evidence about the subject and deepen the understanding that is held about that subject. Carrying out self-evaluation is an activity that requires initial thought about what question is to be answered that moves knowledge forward and the best range of evidence that can support that information gathering effectively.

These are some suggested questions that might support developing key lines of enquiry within a subject.

Questions	Possible evidence
How are pupils' building upon learning in previous units?	Planning scrutiny Pupil discussion groups
What are the concepts and essential knowledge the pupils need to take from the unit of work?	Planning scrutiny Knowledge organisers
Is pupils' knowledge consistently, coherently and logically sequenced so that it can develop incrementally over time?	Planning scrutiny Teacher discussion Progression maps Book scrutiny
Does the sequencing / flow of lessons in the unit of work allow for: • accessing prior learning; • adding new knowledge, • learning new knowledge; • activities that enable pupils to embed / understand new knowledge, • activities that enable pupils to recall new knowledge and • summative pieces that enable pupils to demonstrate understanding?	Planning scrutiny Book scrutiny
How well do tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge?	Planning scrutiny Lesson drop in Pupil discussion Teacher discussion
How well did each component lesson / activity contribute to the composite understanding of the concepts by the end of the unit?	Lesson drop ins Planning scrutiny
Was there an effective balance between essential knowledge (that must be retained) and examples / wider knowledge to explain context and concepts but it is not essential the pupils retain all these examples?	Lesson drop ins Planning scrutiny
Is there a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones?	Planning scrutiny Children's work
Pupils' work shows that they have developed their knowledge and skills over time.	Planning scrutiny Children's work Data

The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject.	Curriculum map Intent statements in policy
Do pupils make strong progress from their starting points? They acquire knowledge and understanding appropriate to their starting points.	Book scrutiny Data
What proportion of the children achieved what we expected them to in the planning?	Assessment Data
What proportion went beyond (deeper understanding) and which aspects of the important concepts are some children not secure on in their understanding?	Assessment Data
Has the summative assessment piece (s) for the more able enabled them to demonstrate a deeper understanding? (Do staff have a clear idea of what the school means when it talks about challenging the more able?)	Assessed work Book scrutiny
Does lower ability and SEND pupils' work indicate they have understood the concepts in the planning?	Assessed work Book scrutiny
Does the pupil receive feedback on their work? How? Does the feedback provide explicit guidance for pupils on how to improve	Book scrutiny Pupil discussion
Have pupils been given opportunities to revisit/correct aspects of work they misunderstood?	Book scrutiny Pupil discussion
Have pupils conducted self-assessment or peer-assessment?	Book scrutiny Pupil discussion
Are pupils regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline?	Planning scrutiny Book scrutiny Pupil discussion Teacher discussion
What can pupils tell you about what they have understood from the work in their books?	Pupil discussion
They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work	Pupil discussion Book scrutiny Planning scrutiny

Self-Evaluation

Subject:		Completed by:	
Date:		Range of evidence used:	
Key question (s)			

Brief rationale for evaluation:

EYFS

Key areas from previous evaluation

Commentary

Y1B

Key areas from previous evaluation

Commentary

Y1G

Key areas from previous evaluation

Commentary

Y2B

Key areas from previous evaluation

Commentary

Y2G

Key areas from previous evaluation

Commentary

Y3B

Key areas from previous evaluation

Commentary

Y3G

Key areas from previous evaluation

Commentary

Y4B

Key areas from previous evaluation

Commentary

Y4G

Key areas from previous evaluation

Commentary

Y5B

Key areas from previous evaluation

Commentary

Y5G

Key areas from previous evaluation

Commentary

Y6B

Key areas from previous evaluation

Commentary

Y6G

Key areas from previous evaluation

Commentary

Impact Statement

Pupil Voice – SUBJECT				
Date	Year Group	Names of Ch and ability groups		Monitored by
			Comments	
	What does the structure of your art topic look like?			
	How well are you doing? How do you know?			
	What was the most difficult part of the unit?			
	How do you get support if you need it?			
	What makes your teacher approachable?			
	What is the most important thing you have learnt?			
	How often do you receive feedback on your work?			
	What do you know now that you didn't at the start of the term/week/lesson?			
	What did you contribute to this lesson?			

	What is the <i>BEST</i> thing you have learnt in Art?		
	Is there anything else you would like to add?		
Good Practice to be shared		Progress with areas for development from previous monitoring (Where relevant)	Areas for development
Whole School Feedback OR Head of School Comment			

Book Look – SUBJECT				
Date	Year Group	Names of Ch and ability groups		Monitored by
		Evidence	Comments	
Standards	Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time.			
	Learning seen reflects the Progression Documents			
	Knowledge Organiser for new topic. Mind Map Used			
	Support for less able or Challenge for pupils who need deeper learning			
	Pupils make strong progress from their starting points			
	Pupils are given opportunities to revisit and practice to deepen and solidify their knowledge.			
Presentation	Do children take pride in their work?			
	Date and LL present AND corrected if any spelling errors			
	Marking Grid following policy			
	Working Wall			
Feedback	Policy Followed – speak to pupils regarding feedback			
	Seesaw used			
	Core Text for subject used			
Good Practice to be shared		Progress with areas for development from previous monitoring (Where relevant)		Areas for development
See Seesaw Folder				-
Whole School Feedback OR Head of School Comment				

St. Peter's C.E. Primary, Farnworth

Contents of Subject leadership portfolio



1	Subject Leadership Policy OFSTED Research Review Summary	
2	Curriculum Policy	Our curriculum intent Explanation of our curriculum coverage Provision opportunities Cross curricular opportunities
3	Curriculum map	Overall coverage of units Skills progression map
4	How good is our teaching and learning? (Ofsted subject specific criteria)	Current year and previous 2 years
5	Curriculum action plans including previous evaluated action plans	Current action plan Previous two years evaluated plans
6	Monitoring of statutory coverage including pupil assessment	
7	Evaluation of the quality of curriculum provision	Book scrutiny, planning scrutiny, pupil voice, learning environment, marking and feedback, lesson observations
8	Evaluation of assessment and attainment data – progress and achievement summary information	Progress and achievement summary Data commentary
9	Resources CPD Enhancement	Staff meetings; coaching evidence; own CPD development; subject research documents.
10	Portfolio monitoring reports from head teacher	

Note: portfolio contains current year and previous 2 years.
Previous leadership work is contained in an archive folder.

St. Peter's C.E. Primary, Farnworth

Contents of Subject leadership **ARCHIVE** portfolio



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See separate list for subject leader names in PERS on Office drive