



Subject Leadership Policy

Pioneer Federation

This policy was adopted *September 2018*

The policy was amended in September 2019

This policy is due for review *September 2021*

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 and 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 its 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;

(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

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

Guidelines for Implementation (What Subject Leaders Do)

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
- Creating medium term plans for their subject for all year groups.
- 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.*

When monitoring, the learning environment check and planning check should be completed in line with the school's proforma (see appendix 2 and 3)

Subject Leader Action Plan 2019-20

Subject Area:

SDP Ref:



= Person Evaluating



= Person Monitoring



= Identified Group



= Person Responsible

Targets:

Ofsted Subject Leadership Grading: (SDP 2.3) Middle leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum.

- 1. Pupil Outcome Targets:** (What are the key focus areas from last years data/or trends for this subject?)
- 2. Staff CPD development:** (what do the staff CPD questionnaire tell you? What CPD needs to happen for outcome gaps to be developed?)
- 3. Medium Term Plans development:**
- 4.
- 5.

Success Criteria:

Ofsted Subject Leadership Grading: (SDP 2.3) This consistently translates into improvements in the teaching of the curriculum and leads to stronger pupil outcomes in identified areas.

- 1. Pupil Outcome Targets:**
- 2. Staff CPD development:**
- 3. Medium Term Plans development:**
- 4.

Appendix 2 - Learning Environment Template



Pioneer Learning Environment Monitoring



Date: 2019-20

Agreed Criteria	R	1/2	3/4	5/6
<p><u>Entrance Portals</u> Should be colourful and engaging and ensure that it is clear what the current topic is and the learning in the class</p>				
<p><u>Classroom Impact</u> <u>Engaging and inspiring.</u> Is the classroom environment <u>exciting and enticing</u> for the children? Do it look like an <u>exciting place to learn</u>? Sense of awe and wonder? Promotes curiosity and questioning? Use of chalk pens on card to grab attention.</p>				
<p><u>Organisation of Room</u> -Clear access & well organised -Areas of room clearly defined (no clutter) -'Fit for Learning'- natural light and fresh air</p>				
<p><u>Organisation of Resources</u> -Clearly labelled and well maintained Class information must be displayed clearly. To include:</p> <ul style="list-style-type: none"> • Class rules • Behaviour chart • Visual self-registration • Record of house points • Visual daily timetable (CIP) • Routine information & groupings • -First Aid sign - medical notes & medical alert posters <p>-Accessible to pupils, encouraging independence</p>				
<p><u>Book Corner (where space allows)</u> Must be inviting and incorporate draping material, cushions or seating, displays of book suggestions, a display of current reading book and wide selection of</p>				

fiction and non-fiction				
<p>Displays</p> <ul style="list-style-type: none"> • Should be backed in card and double bordered • Should have key information written by hand displaying cursive script using chalk pens on dark card. • Long-standing displays should be creative in their design and, where possible, incorporate 3D elements, art and images. • Displays to demonstrate a balance between teaching and learning prompts and children's work (valuing <u>all</u> pupils' work). • All work double backed on card • Celebrate and value achievement, reflect ability range and effort (showing standards) • Use of visual support on displays- key words, photographs, pictures and communicate in print • Rich in <u>cultural diversity</u> 				
<p>Current Topic learning Journey Display</p> <p>This should show the current learning journey. This can either be a complete display showing high standards of work from across the topic, or can be a journey of learning throughout the term.</p> <p>These should include:</p> <ul style="list-style-type: none"> • Key words for the topic • Photographs of learning experiences • Backed examples of children's work. • a copy of the learning map for the topic 				
<p>Writing and Maths Working Walls</p> <p>(See list of items to include in the Learning Environment Policy)</p> <p>These should promote thinking (hook, questions, word-bank, photos, work in class, post-it notes, questions, screen shots etc)</p> <p>Planning - current weeks planning on display & formative assessment</p>				
<p>Phonics (KS1) or GPS (KS2) displays should incorporate current learning as well as reminders of previous learning</p>				
<p>Current Science learning should be displayed. This can either be a complete display showing high standards of work from across the topic, or can be a journey of learning</p>				

throughout the term.				
Reading strategies displayed				
Learning Powers Display This must include evidence of Learning Power certificates				
<u>Celebrating Outstanding learning display</u> Should be annotated with a description of what made the work outstanding alongside the child's photo				
<u>Extension to classroom & displays in the corridor/hall</u> Should display best pupil work linked to a topic -Coats, bags, lunchboxes, water bottles, resources - pupils take responsibility for keeping tidy -Shared areas/activity areas should present a visual resource for learning or show previous topic work. These are well-maintained.				
<u>Challenge Display</u> Inspiring challenge by showing 'expected' and 'exceeding' work for the year groups				
<u>East Hoathly- Reflection display or area</u> This should include a class book with collection of prayers, evidence of RE learning and the class decorative cross				

Other areas of the school:

Appendix 3 - Planning Check Template

Planning Check

Class: Term: Teacher:

<p><u>Planning received for the week</u></p> <ul style="list-style-type: none"> - Literacy Plan - Maths Plan - Topics Plan - early work plan <p>All planning is thorough and detailed</p>	
<p>Assessment opportunities are identified & annotated accordingly (Assessment feedback sheet from the previous week)</p>	
<p>Clear learning intention</p>	
<p>3 differentiated success criteria (4th could be challenge for g&t)</p>	
<p>Ideas given for activities and potential extensions</p>	
<p>Support for SEN and Vulnerable children</p>	
<p><u>Extension</u> for HA & G&T pupils (specific targets for GD pupils)</p>	
<p>TA/INA timetable- including pre-teach/leading sessions & support/challenge for SEN/HA)</p>	
<p>Key Vocab is listed & use of key questions</p>	
<p>Effective final and mini-plenary inc. opportunities for AFL- Potential links to future learning listed</p>	
<p>Responding to marking time evident</p>	
<p>SDP focus: GD children being challenged</p>	

Appendix 4 - Book monitoring template



Book Audit

Date: Name:

Previous Audit - What are the areas to develop?

Date



Book Policy
2017.docx

What are the strengths?

What are the areas to develop?

Grading:

	1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (inadequate)
<p>Marking & Feedback</p> <p>(see book audits for specifics)</p>	<ul style="list-style-type: none"> • Pupils use marking very effectively to move their learning forward. • Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. • Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback very effectively. • The influence of marking impacts significantly on future work/progress. 	<ul style="list-style-type: none"> • They give sufficient time for pupils to review what they are learning and to develop further. • Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve. • Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. 	<ul style="list-style-type: none"> • Work is marked and pupils are informed about the progress they are making and how to improve. • The quality of work shows some groups of pupils learn well. • The quality of marking and feedback is not yet good. 	<ul style="list-style-type: none"> • Marking is general and does little to help pupils improve. • Work is marked infrequently and superficially with little indication of how it could be improved. • Pupil feedback is not in line with the school's assessment policy.
<p>Progress</p>	<ul style="list-style-type: none"> • High quality learning and very good/rapid progress evident for all groups. • Pupils love the challenge of learning and show strong growth mindset traits. • Teachers and assistants move learning on for individuals and groups at optimal times to ensure rapid progress in learning. • All opportunities for accelerated learning to be optimised– reshaping activities within lessons when appropriate • Progress in books demonstrates that pupils are making sustained progress over time and rapid progress is also seen in books. 	<ul style="list-style-type: none"> • The learning and progress of groups of pupils is good. • Pupils acquire knowledge and develop understanding and practise skills well. 	<ul style="list-style-type: none"> • Some good progress evident and no inadequate progress. • Satisfactory acquisition of knowledge and development of understanding. 	<ul style="list-style-type: none"> • Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.

Appendix 5

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?

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