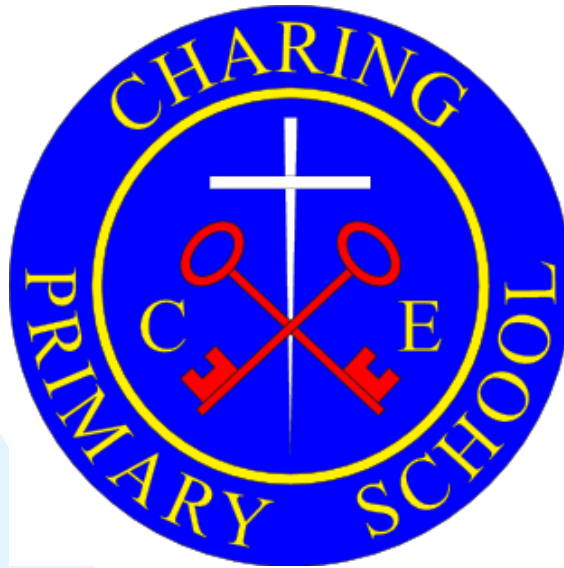


*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and
not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Charing Church of England Primary School

Subject Leadership Policy

Document Information	Date/source of Policy	Responsibility
Date of review	September 2019	SLT
Date of new review	March 2021	SLT

Our Vision - *As an inclusive community built on friendship and love, Christian values inspire us through faith in God and hope for the future. Everyone is empowered to recognise their God-given potential and to become lifelong learners. We work together to ensure we achieve our aspirations and encourage independence.*

Love Friendship Kindness Truth Hope

Rationale and Core Purpose of the Subject Leader

At Charing CE Primary School we provide professional leadership and management for all subjects to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. We support children to achieve, celebrate and succeed in line with our Christian values.

Our subject leaders provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objectives of the school and the subject. While the head of school and governors carry overall responsibility for school improvement, the subject leaders have responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice in line with assessment and quality of teaching.

Throughout their work, subject leaders ensure that practices improve the quality of the education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in school.

Subject leaders play a key role in supporting, guiding and motivating teachers and other adults of the subject. They 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.

Subject leaders identify needs in their own subject and recognise that these must be considered in relation to the overall needs of the school. It is important that subject leaders have an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

Every subject leader has access and input to a copy of the following:

- A Job Description
- The School Improvement Plan

All subject leaders keep a comprehensive subject file, see Appendix 1.

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 the school curriculum policy, 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. The policy is sent to the head of school by the end of August each year, after which it will be available on the school website.

Standards and Progress

Subject leaders regularly evaluate practice and develop an acceptance of accountability. They monitor termly 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, including:

- Work sampling (See Appendix 3)
- Planning sampling
- Teacher discussion
- Pupil interviews (See Appendix 4)
- Analysing Data (See Appendix 5)
- Display – visual evidence, photographs, ICT etc.
- Questionnaires
- 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 Governors in the form of a subject evaluation every July. (See Appendix 6)
- Feedback is given to the Headteacher and to colleagues bi-termly by a review of the subject action plan.
- Any areas for development are fed into the Subject Action Plan and acted upon. (See Appendix 7)

Curriculum

Subject Leaders establish long term plans for the development of the subject, which form the basis of medium and short term plans created by class teachers. They ensure that plans and schemes of work are understood by all those involved in putting the plans into practice, including staff who are new to the school. These are added to the school website. Subject leaders check teachers' plans regularly to ensure that plans are in line with school procedures and that the plans meet the needs of the class, providing appropriate differentiation, levels of progress and challenge and are pitched to meet the needs of all the children. Subject leaders ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils.

Subject Leaders establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, social, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.

Subject leaders ensure curriculum coverage, continuity and progression in their subject for all pupils, including those of high ability and those with special educational or linguistic needs.

Subject Leaders use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils.

School Improvement

Subject Leaders create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it. By the start of term 1, they develop an action plan for the academic year. Subject leaders are clear about action to be taken, timescales and criteria for success.

Subject leaders develop a cycle of monitoring throughout the school for the academic year, which is added to the weekly action log, ensuring that they are able to make judgements about the standards within their subject, through using a variety of Subject Leader Tools – see Standards section.

Evidence of the monitoring is kept for each year group and a summary completed. Any findings which cause concern are acted upon by subject leaders. Some form of monitoring takes place termly. Subject Leaders are given some non-contact time but must also use time beyond the school day to ensure completion.

Resources

Subject leaders ensure the effective and efficient management and organisation of learning resources, including information and communications technology to meet the objectives of the school and subject plans and to achieve value for money. Resources need to be stored appropriately and all staff need to have access to them. Resources are kept up-to-date and are relevant to the themes covered in the subject. Where new resources are needed, these need to be identified on an action plan and included in an annual budget bid submitted in term 3.

Staff CPD

Subject Leaders sustain their own motivation and that of other staff in their subject area. Subject leaders audit training needs of all staff annually 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.

Subject leaders ensure that the head of school, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans through an annual subject evaluation to the Governing Body and a biannual subject presentation.

Requests for CPD opportunities that will incur a cost to the school are made to the head of school, giving details of the training and how it will impact upon pupil's learning. Subject Leaders have the responsibility to source this for colleagues.

Here are a few suggestions of CPD opportunities, (this is not an exhaustive list and colleagues may suggest other activities):

Meeting with a colleague from another school, observing good practice in other schools, team teaching with another colleague, attending a training course, arranging for a consultant to meet you in our school.

A record of all CPD for staff is kept in the Subject Leader file, see Appendix 2.

Subject Leaders will decide monitoring activities to be carried out and at what time of year this needs to take place. The Headteacher needs to be aware of plans for any monitoring activities in advance through the weekly action log. All details should be communicated to staff members prior to the monitoring. Feedback should be given within 5 days and revisited.

All foundation subject leaders are entitled to **additional non-contact time** for each subject throughout the school year for the purposes of monitoring. This is booked in advance with the Headteacher. Further additional time is taken beyond the school day. All subjects have allocated support from teaching assistants or midday supervisors, and the subject leader needs to ensure these are involved in their subject (through Appendix 7).

Subject leader files will be monitored regularly by SLT.

Appendix 1

Subject Leadership

Subject:	Staff Drive – Subject Leadership	Subject File	Website
Section 1 - Policy			
Subject Policy – curriculum policy in place for Foundation Subjects. All Foundation Subject leaders ensure this is followed for their subject.	✓		✓
Section 2 - Standards and Progress			
Analysis of Standards in relation to national expectations (every seasonal term for Foundation Subjects) :% on track for expected for each year group, including Vulnerable Groups report		✓	
Analysis of Progress (every seasonal term): % on track for expected progress for each year group		✓	
Whole School Targets (annually): Target setting for year ahead for each year group (% of children expected to achieve “expected” at end of year) Same model as School Improvement Plan		✓	
Evidence of Moderation/Monitoring (termly for core subjects / seasonal for foundation subjects): For example – planning, pupil/staff voice, work scrutiny, observations, homework		✓	
Assessment process to ensure gap analysis and clear next steps.	✓		✓
Section 3 - Curriculum			
Long Term Plan – annual	✓		✓
Subject Schemes – links to support staff and parents	✓ - staff		✓ - parents
Programme of Suggested Trips/Visitors	✓		
Section 4 – School Improvement			
Subject SEF	✓		
Action Plan	✓	✓	
Reviewed Action Plans – seasonal term Foundation Subjects, termly core subjects		✓	
Annual Cycle of Monitoring	✓		
Evidence for Presentation to Staff/Governors		✓	
Section 5 - Resources			
Copy of Purchase Orders -		✓	
Resources List / Audit (including internet links)	✓		
Evidence of activities taking place		✓	✓
Section 6 – Staff CPD			
Evidence of Subject CPD		✓	
Section 7 – Securing Accountability			
End of Year Reports to Governors		✓	

Appendix 2 Record of Staff CPD

Subject:

Date:	Names of Staff Members Receiving Training	Description of Activity / Name of Course Provider	Anticipated Impact to Pupils	Actual Impact

Appendix 3

Work Scrutiny

Questions to explore when looking at work:

Does the work show improvement in knowledge, understanding and skills?

Do pupils learn from their mistakes?

Do pupils apply what they have learned to new and real-life situations?

Do the pupils communicate in a variety of ways and styles?

Do pupils review and modify their work?

Are clear targets set for improvement?

Is the work matched to the abilities of the pupils? (Is there evidence of differentiation?)

Are there differences between pupils of different abilities, boys and girls, different ethnic groups, and other identifiable groups? Are some pupils given more challenging work than others? Are gaps being closed between those in different groups?

What is revealed about pupils' knowledge, understanding and skills in the subject?

Is this appropriate for their age and stage in the course?

Is there evidence of independent learning? (Or copied?)

Does the work show evidence of research, use of ICT and use of pupils' initiative?

Is the work carefully presented, suggesting a positive attitude to work?

Is work completed or are there gaps?

Is the work interesting, demanding, relevant and varied?

Is the work marked regularly, accurately and constructive feedback given to show pupils how to move their learning on?

Are the expectations set by teachers high?

Are all aspects of the programmes of study evident (e.g. all ATs included)? Is there a good balance across ATs?

Is there evidence of SMSC?

Is there a consistent approach and evidence of adherence to school policies – marking, assessment etc?

How do the results of the work scrutiny feed into the monitoring, evaluating and review cycle of the school?

Appendix 4

Discussions with Pupils

Examples of questions to explore during subject conversations with pupils:

What helps you to learn?

Which parts of the lesson do you enjoy most? Why?

What do you contribute to the lesson?

What are the barriers that stop or slow down your learning?

What resources do you find most helpful in this subject?

What does a good teacher do to help you learn well in this subject?

If you don't understand something, what do you do?

How do you use things that you have learned inside school when you are outside school?

How do you know how well you are doing?

How do you know what needs to improve and how to improve?

How do you know what the next steps in your learning are?

What level are you working at? How do you know?

Tell me about your targets. How do you know when you have achieved them?

What do you know now that you did not know at the beginning of this lesson/term/year?

How often do you receive feedback on the quality of your work?

What makes marking helpful? What does good marking look like to you?

What sort of homework is most helpful to you?

Show me your favourite piece of work for the subject. Why is it your favourite?

Rate the subject from 1 – 10 – what would make it higher?

If I didn't know your school, where would you show me the evidence and resources of this subject?

Appendix 5

SEF for Subjects

Overall effectiveness: the quality and standards of subject - TITLE		Current grade	1 / 2 / 3 / 4
■			
Main strengths		Why the overall quality and standards are not higher	
□		□	
Main priorities for improving quality and standards		Practical action to be taken	
□		□	

Appendix 6

School Improvement Plan for Subject

Subject TITLE Added - Areas for Improvement – What Needs to Improve?
<i>Bullet point targets to be added</i>

Term x

Target No	Actions	Staff to be Involved	Review Date	Cost / Resources	Evaluation	Monitoring & Evaluation	
						Who? SLT/Gov /A	When?