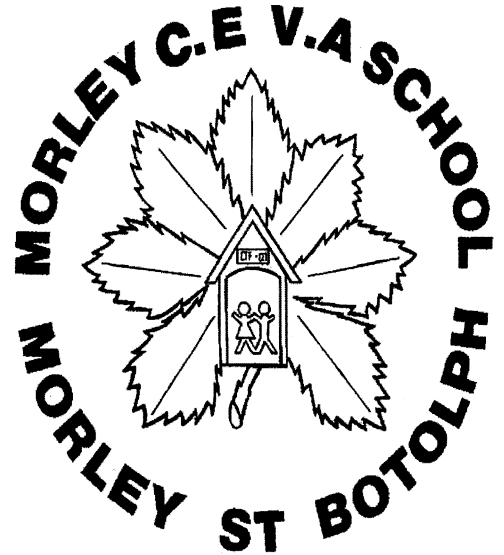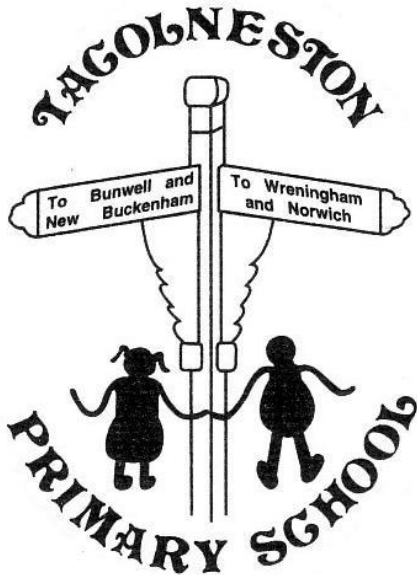# Tacolneston & Morley CE VA Primary Schools Federation

Work together, learn together, grow together…

Subject Leadership Policy

All policies at Tacolneston & Morley CE VA Primary Schools Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

Agreed: Autumn 2021

Head Teacher: Governor:

Review: Autumn 2023

Subject Leadership Policy

Executive Head Teacher: Mrs Laura Green
Chair of Governors: Mr Alan Kent

Core purpose of the Subject Leader:

- **To provide professional leadership and management for a subject to secure a high standard of teaching, effective use of resources and improved standards of learning and achievement for all pupils.**

The subject leaders within our Federation provide leadership and direction for their subject and ensure that it is managed and organized to meet the aims and of the school and the subject. 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 school policy and practice.

The subject leader ensures that practices improve the quality of education, meet the needs and aspirations of all pupils and raises overall achievement within their subject.

Subject leaders are key to supporting, guiding and motivating teachers in their subject. They strive to evaluate the effectiveness of learning within the wider curriculum which inform future priorities and targets for the subject. It is important that a subject leader has an understanding of how their subject contributes to whole school priorities (FIDP.)

Every subject leader has access to the FIDP and is expected to maintain a subject leader file *(see appendix 1 for a contents list.)*

WHAT SUBJECT LEADERS DO
Strategic direction and development of the curriculum statement

Within the context of the schools aims and policies the subject leader develops and implements a curriculum statement for their subject. This document is on the school website under the relevant curriculum heading and is reviewed and updated on an annual basis by the subject leader.

Standards and Progress

Subject leaders evaluate practice and accept accountability. They monitor the progress within their own subject and they evaluate the effectiveness on teaching and learning using this analysis to guide further improvement using the following:

-Book scrutiny **(Appendix 2)**
-Learning walks
-Teacher discussion **(Appendix 3)**
-Pupil interviews/pupil voice **(Appendix 4)**
-Lesson drop ins **(Appendix 5)**
-Soft monitoring eg chatting on the playground
-Pupil asset for data gathering
-Subject leader reflection **(Appendix 6)**

Feedback is given on a termly basis during Subject Team meetings and Subject teams are as follows:
Discover: English, RE, History
Explore: Maths, Science, Geography, Computing
Create: Art & Design, Design & Technology, Music, MFL
Well-being – PHSE, PE, Collective Worship, SEN

Subject team meetings are held on a termly basis and the link Governors for each subject are encouraged to attend. During the meeting, subject leaders reflect on the action plan, look at areas for development and discuss current standards. Meetings have full minutes and these are fed back to the team members, Governors and the SLT.

Curriculum

Subject Leaders
- Have the responsibility that any schemes of work are understood by all those involved in putting them into practice, including staff who are new to the school.
-Can discuss the needs of the class with any class teacher, levels of progress, challenge and ensure that all learning is pitched to meet the needs of each learner.
-Establish a clear, shared understanding of the importance of the subject in contributing to pupils' spiritual, moral, social, cultural, mental and physical development and for preparing pupils for the responsibilities and experiences of adult life.
-Ensure curriculum coverage and progression in their subject for all pupils, including those in receipt of the Pupil Premium Grant and those with special educational or linguistic needs.
-Use data effectively and where appropriate 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 positive attitudes and confidence in teaching their subject. Subject teams review the action plan termly and write a new one annually. They are clear about any action that needs taking and how this relates to the FIDP. Subject leaders develop a cycle of monitoring throughout the Federation for the academic year ensuring that they are able to make judgements about the standards within their subject. Findings which are a cause for concern are duly acted upon.

Resources

Resources are kept up to date and are audited bi-annually to ensure that they relate to the themes covered in the subject. Where new resources are needed, these are identified on the action plan and requests made to the Head teacher for consideration.

Staff CPD
Subject leaders

-Audit the training needs of the staff regularly and lead Professional development through example and support.
-Run workshops within their subject to inspire and engage colleagues.
-Provide the support, challenge, information and development necessary to secure improvement in teaching.
A record of all CPD for staff should be kept in the Subject Leader file

All subject leaders are entitled to non-contact time for their subject throughout the year and for the purposes of monitoring. Subject Leaders should agree the time that they need with the Curriculum Leader depending upon their priorities for the academic year.

Appendix 1

Subject Leaders are strongly encouraged to keep an up to date file that includes the following information:

Section 1 - Policies
- Curriculum statement
- Subject Leader policy

Section 2 - Standards and Progress
- Analysis of standards in relation to national expectations
- Analysis of progress
- Whole School Targets
- Curricular targets
- Evidence of moderation

Section 3 - Curriculum
- Long and medium term plans
- Schemes or programmes used

Section 4 – School improvement
- Action Plan
- Reviewed action plans
- Cycle of monitoring
- Evidence of planning scrutiny carried out
- Records of discussions with pupils and staff
- Evaluation of children's work/work scrutiny
- Records of observations

Section 5 - Resources
- Resource audit
- Resource list
- Budget Allocation

Section 6 – Staff CPD
- Subject leadership Audit
- Requests for Subject Leader CPD
- Notes and evaluations of training undertaken
- Record of CPD for all staff in this subject

Section 7 – Securing Accountability
- Reports to the SLT
- Reports to fellow team members
- Reports to the Governing body when appropriate

Appendix 2
BOOK SCRUTINY

Class: Observer: Date:

EVIDENCE	
Learning objectives evident	
Positive comments evident	
Spelling and punctuation corrected in line with English expectations	
Children responding to marking where expected	
Progress is evident	
Presentation DUMTUM evident	

Strengths

Areas for development

Appendix 3
TEACHER DISCUSSION AND SUPPORT

Effective questions for subject leaders:

- What are the pupil standards in your subject across the Federation?
- How do you know?
- What are the strengths and areas for development in your subject?
- Are there any underachieving groups in each subject?
- Are there any underachieving/exceeding children in your subject?
- How is staff confidence and subject knowledge within your subject?
- What does the curriculum look like in your subject?
- Do we as leaders inspire and engage our colleagues and children?
- Are you having an impact through your leadership?
- Do we actively seek out new initiatives and look to develop our subject across the Federation?
- Are you passionate about the subject you lead?
- How do you know what progression in key skills, knowledge and understanding looks like through the age range of your school?
- Is progression clear? Why? Are there any gaps or overlaps between year groups?
- Early Years attainment on entry and attainment by the time the children leave. How does this fit with the rest of the school?

Appendix 4
Pupil Interview/questionnaire

SUBJECT:		DATE:	
YEAR GROUP:		EM – EXP - EXC	
NAME OF CHILD:			

Do you enjoy this subject?	
What did you learn in your last lesson?	
What is your most/ least favourite thing about this subject?	
How do you know that you are doing well in your learning?	
How could this subject be even better?	
Any other comments….	
ACTIONS taken by the subject leader from the discussion:	

TACOLNESTON & MORLEY CE VA PRIMARY SCHOOLS FEDERATION

Appendix 5
Lesson drop ins

Teacher:		Observer:	
Year group:		Lesson observed:	
Date:		Other adults:	
Time:			

Areas for development from previous sessions:

Checklist - Required			
Learning objective evident either in books, displayed or through conversation with the teacher		Effective use of TA's to support children's learning	
Classroom is well organized and children can access resources independently		Marking is up to date and follows marking policy	
The children talk with confidence about what they are learning and the progress they are making		Children are actively engaged in their learning	
Children know where to find their writing targets		Presentation in books is of a good standard with DUMTUM evident	
Vocabulary relating to the subject is displayed		The reading corner is enticing with a range of fiction and non-fiction titles	
Evidence of questioning used to promote children's deeper thinking and understanding		Topic books are displayed relating to the subjects being covered	

Overall comments:

Strengths:

Areas for Development:

Appendix 6
Subject Leader reflections

Improvement and development planning

What are the strengths and weaknesses of your subject?
What are your priorities for improvement? Are these identified in your action plan?
What are the barriers to success and how are you overcoming these identified barriers?
How often is the plan reviewed/revisited? Who reviews it?
Does the plan link to whole school priorities and the SIDP?
STANDARDS How well do pupils achieve in your subject? EYFS KS1 KS2   How are the Y2 and Y6 cohorts performing? Where is improvement needed? How will this happen? Do all children know their targets?
MONITORING AND EVALUATION How is progress monitored?
Are key policies applied consistently across the subject? How do you know?

What monitoring activities do you undertake within your subject?
ASSESSMENT What assessment data is held in school and how is it used?
Are learning targets set for children?
How good is the marking and feedback within your subject?
How are you tracking progress? What is your role in tackling underachievement?
CURRICULUM, TEACHING AND LEARNING What is the current standard of teaching and learning in your subject? How do you know?
What training/CPD have you received to support you in these judgements?
What enrichment opportunities are available to all? (visitors, clubs, visits etc)
How do you boost pupils' achievement?
How does your subject develop pupils as independent learners?
How are TA's used in class?
What difference have you made in improving pupils' learning in your subject?