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Catholic Multi Academy Trust

Subject Leader Guidance

Diocese of Lancaster
Education Service
Euntes in mundum

Introduction to this guidance

This handbook has been developed in collaboration with curriculum and subject leaders from schools within BEBCMAT. It is a guide you can use to support your role as either a curriculum and/or subject leader if you wish to use it. It is hoped that it will provide a useful starting point with ideas and tips as you take on a new subject leader role and for those who are already in the role.

Curriculum leadership

Subject leaders may be supported by a curriculum leader and/or member of the school's senior leadership team (SLT).

Glatthorn (1987) wrote, "One of the tasks of curriculum leadership is to use the right methods to bring the written, the taught, the supported, and the tested curriculums into closer alignment, so that the learned curriculum is maximized".

The curriculum leader's role may include:

- Writing an annual strategic calendar. This ensures that:
    - subject leaders have a planned time to undertake tasks
    - monitoring is a shared reasonability across school
    - curriculum days and weeks are mapped out across school
- monitoring overviews
- set tasks are undertaken by subject leaders, planned out over a set period of time and using agreed school formats
- ensure that the subject end of year data overview, cohort tracker and annual evaluation summary are completed accurately
- a report for governors is produced containing
    - key actions and impact of curriculum leader work
    - examples of evidence that have been gathered to inform the evaluations
    - the impact of monitoring and outcomes for each subject
- the information is part of the school improvement plan.

Subject leadership

There is a clear distinction between the role of someone who has oversight of the whole curriculum, and someone who may contribute to the design and provision of an engaging curriculum within a subject area. As a subject leader, you will have the opportunity to gain an understanding of how your subject contributes to school priorities and to the overall education and achievement of all pupils. Working with the senior leadership of the school, a subject leader identifies priorities in their own subject and how they weave into the overall curriculum.

Keeping up to date with national changes and guidance is one way to achieve this. As a subject leader you may be asked to use your knowledge and understanding to support colleagues. You play a key role in supporting, guiding and motivating teachers and other staff members in your subject. The aim is to improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement. As a subject leader

This handbook is designed to guide you through the different parts of the subject leader role and acts as a 'go to guide'.

Effective subject leadership leads to:

Pupils who:

- show sustained improvement in their skills and subject knowledge, in relation to prior attainment
- understand the key ideas in the subject at a level appropriate to their age and stage of development, including those pupils with special educational needs and/or disabilities (SEND)
- show improvement through application of their English, mathematical and computing skills.
- know the purpose and sequence of activities
- are enthusiastic about the subject and highly motivated to continue with their learning
- through their attitudes and behaviour, contribute to a purposeful working environment.

Staff who:

- work well together as a team
- support the aims of the subject and understand how they relate to school's aims
- are involved in the formation of policies and plans and apply them consistently in the classroom
- are dedicated to improving standards so that all pupils can be successful
- have an enthusiasm for the subject which reinforces the motivation of pupils
- make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching
- take account of relevant research and inspection findings
- make effective use of subject-specific resources
- select appropriate approaches and techniques to meet the needs of all pupils, including those with SEND.

Parents who:

- are well informed about their child's achievements 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.

School leaders, including Governors, 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, including for pupils with SEND.

Where leaders are fully effective, they:

- play a leading role in reviewing the curriculum for their subject
- support the SLT in organising the curriculum for their subject across ALL key stages, establishing how good standards, continuity and progression can be achieved and sustained
- help to monitor and evaluate the implementation of the agreed curriculum
- use their knowledge and understanding to provide guidance to colleagues on content, methodology and resources
- have an understanding of how well pipuls achieve in the subject.

Subject leaders role may include:

- visiting lessons
- working alongside colleagues
- assisting with planning, teaching, assessment and reporting of the subject
- engaging in discussion of the subject at professional development meetings
- supporting the SLT to organise and lead training as required
- attending relevant CPD training
- have an understanding of:
    - Knowledge, understanding and skills of their subject
    - Progression of specific knowledge and vocabulary
    - Assessment statements
- prompting others about relevant training
- creating and reviewing subject action plans with members of the SLT
- auditing existing resources and advising on the acquisition of new materials.
- representing our school in local cluster groups or Trust groups.

Subject leader files

The purpose of a file is to have all the relevant information about your subject in one place. These are not essential, but may be useful either in a hard copy or online. Files may contain:

Overview:

- Curriculum document (intent)

- Self-evaluation summary
- reports or notes of visits from school improvement/QA
- plan for improvement (annotated working document)
- evaluation of actions

Monitoring and evaluation (implementation):

- Evidence from monitoring and evaluation
- example planning (long> medium> short term)

Standards and achievement (impact):

- understand how well pupils are achieving
- targets (if relevant)
- assessment formats and guidance
- evaluation of most recent assessments

Actions and impact:

- evaluation of issues relating to pupil groups, including SEND, Pupil Premium
- case studies(if relevant)

Training and CPD:

- CPD and evaluation
- in-house training

Reports to governors:

- summary of strengths and priorities
- summary of impact on improving outcomes for children

Examples of evidence:

- photos of children engaging in the subject
- recordings (particularly of music)
- children's work/outcome

Curriculum documents

These are examples of some of the documents that you may use to outline every aspect of the intent of a subject throughout school from Early Years to Key Stage 2 in a Primary School, Key stage 3 to key Stage 5 at Secondary. They cover most the areas outlined within the Ofsted Inspection framework as well as other agreed documentation for your school.

Section	Rationale
Aims of each subject at your school	Clear expectations about what makes each subject distinct
Curriculum map	Mapped out across each Key Stage the coverage for each subject
Foundation Stage	Tracking knowledge, skills and vocabulary from nursery and show how we cover those
National Curriculum Coverage	A breakdown of each statement within each subject's national curriculum expectations and when, and how often, each of these are coverage
Key knowledge to be learnt in each unit of learning	The 'sticky' knowledge we expect children to retain from each unit of learning
Links to developing English and Maths	Cross curricular links of each subject that show the application of English and maths skills
List of books and resources for each topic available in classrooms	Resources and possible texts we have for each unit in each subject.
Cultural Capital	What does each subject do to enhance how children learn the skills and knowledge necessary to enhance their life opportunities
Outdoor Education	Where there are outdoor learning/fieldwork opportunities, how do they support the curriculum
Additional school activities to enhance the curriculum	Beyond the classroom, how do subjects enhance and develop learning opportunities – clubs, visits, visitors, etc
Key vocabulary development	For each unit, how do we develop pupils' vocab acquisition, knowledge and use?
How subjects supports the promoting of Catholic Life and British values	What does each subject do to support British Values – Democracy, the rule of law, Individual liberty and Mutual Respect & Tolerance of different faiths and beliefs and the Equality Act 2010.

Subject Leader self-reflection

This may be completed in line with the agreed curriculum review cycle alongside the curriculum leader. It will allow the SLT to assess progress, identify training needs and understand the overall capacity of the school.

Appendix 1 gives an example that allows you to self-review your role, actions and impact if you wish.

Improvement/Actions plans **Appendix 6**

Monitoring activities will help you as subject lead to identify the areas for your subject that you wish to develop and improve.
For example:

- a focus on the quality of the delivery of the agreed curriculum
- a focus on the impact on outcomes for children being able to know more and remembering more
- a focus on key priorities identified.

Improvement/Action Plans should:

- Be responsive working documents
- Have measurable success criteria
- Provide direction
- Promote the effective delivery of the curriculum
- Raise the profile of your subject within the school
- Identify training needs for staff
- Evaluate the impact of the actions taken on improving outcomes for pupils
- Be embedded within the school development plan
- Provide value for money

Schemes of work

Evidence of long-term plans may be kept in subject leader files. They may be reviewed in light of outcomes from moderation and assessment to ensure that your subject remains appropriate to the needs of the children and helps improve standards across school.

Report to governors **Appendix 8**

As agreed by the headteacher and curriculum leader, subject leaders may need to report their findings and impact to governors. This report may focus on the following:

Assessment

- How effective are assessment arrangements?
- How is assessment used?
- What impact does this have?
- How well do pupils achieve, including pupils with SEND?

Monitoring and Evaluation

- How do you monitor and evaluate?
- What has been the impact?
- How do you make sure you are getting a true picture of what is happening?

- How effective is the delivery of the agreed curriculum in the subject?
- Which are the strongest/weakest elements?
- What most needs improving? What are you doing to address this?

Curriculum

- Which aspects of the subject are the strongest?
- Which aspects most need improving? What are you doing to address this?
- How do you ensure that basic skills are applied across the curriculum?
- How does your subject impact on learning in other subjects?
- How is enrichment used to impact on learning?
- How well does the curriculum meet the needs of ALL pupils including those with SEND?

Leadership

- How effective is curriculum leadership? How can you evidence this?
- What has been the impact of your leadership?
- How do you communicate with colleagues?
- What has improved most in the past year? Two years?

Intent, implementation and Impact

The following activities may typically be done in collaboration with a curriculum lead and/or a member of the SLT.

Monitoring versus evaluation

Within the context of the school and its policies, subject leaders support the SLT with establishing and ensuring high standards of teaching and learning in their subject. They play a key role in monitoring, supporting and motivating other teachers. Without monitoring, a subject leader is unable to evaluate the impact of their action plan. All monitoring however needs to be conducted with care and sensitivity so that it contributes to learning and improvement and does not cause undue stress and anxiety for staff.

- Monitoring is the task of checking. It is important that all staff know how to monitor i.e. What they are looking for, how to record evidence.
- Monitoring is important because it forms your evidence base for subsequent evaluation.
- Evaluation uses the information collected from your monitoring in order to reach conclusions.
- Evaluation is a higher order skill and is the process of interpreting and making judgements about what is significant from the monitoring.
- Evaluation should very much focus on the impact of provision on outcomes for children.
    - What does our evidence tell us?

- Are standards high enough? Are children achieving as well as they should?
- Is the delivery of the planned curriculum supporting children's learning effectively?
- Are the activities and resources used appropriately to meet the needs of the children?

Attainment, progress and achievement – things to consider

It is important to know how well pupils achieve in your subject area. This can be done in a variety of ways in line with the agreed processes and procedures within your school. Information from each subject lead contributes to a school-wide picture of achievement for all pupils.

To ensure that judgements are accurate, you may look at examples of work for each year group as part of the subject monitoring activities completed. This is often more effective if you talk with pupils about their work and what they know and can do. A work portfolio, containing examples of assessed pieces of work for an average ability pupil from each year group, may help to illustrate the impact of the curriculum on children's outcomes .

When analysing assessment data with the curriculum lead and/or member of the SLT, you should also be aware of the limitations of assessment and ensure that it is not used in a way that creates unnecessary burdens on staff or pupils.

All subject leaders should understand and be able to discuss the following in their subject:

Attainment:

- a measure in relation to nationally agreed expectations. They are a snapshot in time and based on triangulated evidence of assessments, pupils work and pupil interviews

Progress:

- the distance travelled between two attainment points.

Achievement:

- are all children achieving as well as they should

Data analysis

As an SLT, being able to analyse, interpret and act on the attainment, progress and achievement data for the whole school and, within each class, will help school leaders to priorities actions for further improvement.

- Boys and girls
- Disadvantaged and other children
- Children with and without SEND
- Other groups relevant to the school context

Monitoring schedule

These are some of the questions that schools need to consider in relation to teaching and learning. Each of these can be applied to a specific subject, if appropriate. Evidence to answer questions like these will be gathered over a period of time and be supported by the wider monitoring and evaluation of the curriculum lead and/or SLT.

- Is there evidence of appropriate **challenge** for all children including those with SEND?
- Is there evidence of effective **adaptation** which is impacting on progress?
- Are activities **ambitious** enough?
- Can children transfer their **knowledge and skills** into different contexts?
- Is there evidence of quality **feedback** to support progress?
- Do children use **feedback**?
- Is there evidence of children developing **skills/disciplinary knowledge** in a progressive way?
- Do children evidence **understanding** in their work?
- Is assessment being well used to plan for future learning and **next steps**?
- Do children show age appropriate **independence**?

The writing of a strategic calendar and monitoring overviews at the start of the year provides an open and supportive framework in which the evidence for the above questions can be gathered. The variety of methods of accurately answering these questions are addressed below.

Evidence trails

It is important with any monitoring cycle sets out that the SLT/subject leaders monitor what needs monitoring. It enables the SLT to gather the information they need to improve the outcomes for the children in the school.

The use of evidence trails is not revolutionary and will probably not involve you undertaking any different types of monitoring than those you already use. The main difference with this way of working is that all the monitoring you undertake will be linked to a specific focus, theme or key question working through the intent, implementation and impact of each thread.

1. What are you trying to find out?
2. What are you looking at in order to answer your questions?
3. What have you found out? (positives and areas for development)
4. What actions will you take as a result?

Visits to lessons - **Appendix 5**

Some guidance for carrying out visits to lessons
Know the context:

- identify the focus

- agree the ground rules
- share the nerves
- act as a learner
- recognise the privilege of seeing someone else's lesson
- thank the staff as you leave the lesson, eye contact is key.

To achieve high quality observation:

- use description as a basis for evaluation – not an end in itself
- make professional judgements which match the evidence
- use examples to explain judgements
- identify strengths and points for developments
- relate attainment clearly to expectations
- look at the children's work
- see how the lesson fits into the bigger picture
- use work as a basis for discussion with children
- try to get a child's-eye view of learning.
- spend a little time watching before getting involved with conversations
- make clear judgments whilst you are there, you cannot re-wind to check later
- take account of different groups of children
- constantly think: Teaching, Learning, Progress
- think about your body language and remember how you feel when you are observed.

Work sampling – **Appendix 3**

Some guidance on how to review the impact of the agreed curriculum

Getting Started

- Agree a work sampling schedule that is linked to the QA cycle.
- Decide the size of the sample and focus.
- Consider who sampled the work and why.
- Consider using in conjunction with pupil interviews, lesson planning, formative assessment notes, pupil/group targets.
- Consider using national reference materials of standards e.g QCA, NC expectations.
- Agree the procedure for feedback.
- Identify areas for further development which are incorporated into an action plan.

The purpose of reviewing pupils' work is to:

- identify areas for development
- identify strengths and weaknesses in the implementation of the agreed curriculum
- to share good practice and address shortcomings
- track and monitor the progress and attainment of individual pupils and groups of pupils within and between year groups

- provide documentary evidence of pupils' progress and attainment over a period of several years
- develop a picture of whole-school issues such as marking, assessment, hand-writing, curriculum coverage, equal opportunities
- establish the extent to which cross curricular strands and/or skills are being promoted or developed, such as personal, social and health education, English, Maths, computing
- give the subject leader an overview of the subject across all year groups.

Points to consider for further school development.

- Curricular coverage and breadth.
- Standards.
- Progress.
- Evidence of sequenced learning.
- Opportunities for subject vocabulary and subject skills to be developed and applied.
- Underachievement.
- Appropriate adaptation for pupils with SEND.
- Continuity across a year group.
- Progression between year groups.
- Range of suitable work.
- Quality of work.
- Application of key skills and knowledge.
- Pupil self and peer-assessment.
- Effective assessment and feedback.
- Inclusion of specific groups.
- Presentation.
- Expectations & challenge.
- Evaluation of intervention strategies.

In the books or files, choose two dates at random at least a term apart. Are pupils of different ability doing the same work in the teaching group? Is different work set to support or extend pupils?
What improvements are noted between the two dates in subject skills, knowledge and understanding to show progress?

- Are there opportunities for independent work and research?
- Is homework typically challenging allowing children to apply/practise what they have been learning or is it mostly to finish the work off?
- How well does the standard of work reflect pupil's assessments information and targets?
- How helpful is feedback? Has the pupil acted on it? Has the teacher checked on the pupil's response? and presentation?
- Are there key factors that support progress or present barriers to progress in this subject?

- Is there consistency in presentation / handwriting, spelling, punctuation, specialist vocabulary, extended writing?
- Does it give a view about pupils' attitudes to learning, perseverance and presentation?
- Do teacher seem aware of any good practice/shortcomings?

Talking to staff and pupils - **Appendix 2**

As with all monitoring, do not embark on a pupil discussion unless you have a clear focus and reason for doing it. Feedback from pupils provides a very powerful source of information and can be a key factor in making improvements. On the whole, pupils give a clear and uncluttered view which can usefully sit alongside other evidence to steer improvements.
Using pupil feedback well, ensures a positive culture and ethos, where all views are valued and respected.

Strategies for pupil discussion

Consider carefully what the best strategy is for gaining the views of pupils. Sometimes it is simply to engage in discussion, knowing your remit and having a few pre-prepared questions. However there are other ways to consider.

- Group discussion – led by the adult.
- Structured questions – present 4/5 questions on cards and children choose which question to discuss.
- Mind maps/concept maps – useful if this is a strategy routinely used by the children. Can be used as a starting point for further discussion. It can provide a non-threatening way into discussion.
- Role-play – useful for foundation stage children. Role-play within their classroom environment usually yields the best outcomes.
- Questionnaire – start with a simple questionnaire.

Some examples of suggested questions to ask pupils:

- Do you enjoy the subject?
- What do you enjoy/dislike about it?
- What you most proud of? What is your best achievement in the subject?
- What are you learning about in the subject? Why are you learning this?
- What do you find challenging? What have you learnt previously that has helped you?
- What did you learn in in the subject that has helped when learning something new in other subjects?

Some examples of subject specific questions to ask pupils:
Art and Design

- Can you tell me about the work of your favourite artist?

Computing

- Can you give me an example of something you have learnt recently in computing?
- How could Computing help you in the future?

Design Technology

- Can you give me an example of where you have designed something recently?
- Could you talk me through the design process?
- If you were going to invent something what would it be?
- What did you learn in your last D.T lesson?

Geography

- Can you give me an example of where you carried out a geographical enquiry recently?
- Can you give me an example of any field work opportunities you have had?
- Could you locate name a relevant country for me in the atlas? What are its main features? How is it similar and different to the UK?
- Have you used a map recently?
- How does the human and physical features impact on the economics of a country?

History

- Can you give me an example of where you carried out an historical enquiry recently?
- Could you tell me about a famous person from our history who has had a big impact on our country or the world?
- Can you tell me about an event in history that had an impact on our local area?
- How have lessons from the past helped us to live better lives today?

Music

- What is your favourite type of music and why?
- Have you played an instrument recently? What was it and what did you learn?
- Have you performed with other musicians? When and where?
- If you were a composer what type of music would you make?

PE

- Can you give me an example of a skill you have learnt recently?
- How did you apply this skill in other sports/activities?
- How do you maintain a healthy lifestyle?

Science

- How often do you do experiments?
- What do you think you learn from carrying out an experiment?
- Can you give me an example of an experiment that you've done recently?

The following questions are about connecting scientific learning to the real world:

- If you were to invent something, what would it be? Why and how would you start this process?
- Where does electricity come from?
- How can science help people overcome problems?

Monitoring plans - **Appendix 4**

This activity will typically be done as part of the agreed monitorng cycle with the curriculum/SLT. As part of other monitoring tasks this could be:

- To ensure that work/activities match age-related expectations.
- To ensure that the agreed key knowledge and key vocabulary are planned for effectively.
- Any adaptations for children with SEND are suitably planned for.
- Effective use of resources including other adults.
- Opportunities for field work, visits, visitors are considered and planned for.
- Assessment opportunities to check knowledge and understanding are planned for appropriately.

Learning environment

The learning environment reinforces our commitment to high standards and the drive to continually raise achievement. Displays can be an important way of adding greater depth and breadth to children's learning. It can also raise self-esteem and encourages pride in the classroom and school. Consider the importance of a consistent approach to displays across the school and whether each classroom has the necessary information displayed to support and aid children's learning.

Possible areas for monitoring.

- Displays reflect aspiration to promote teaching points and extend learning and interests.
- Questions may be displayed to extend the children's thinking. A 'question wall/working wall' and current topic mind-map must be displayed in each classroom.
- Examples of children's work may be displayed to reflect high expectations.
- Resources are labelled and easily accessible for learners in order to promote independence.
- Children's work displayed at children's level, mounted and labelled with the child's name written clearly at the bottom right hand corner of the work.
- All writing by adults follows the school's handwriting policy.
- Children are encouraged to look at/ read/ discuss work on display around the school.
- Work displayed is of a high standard and is representative of the age and stage of the child.
- Real resources (e.g. photographs rather than cartoon-style pictures, real fruit rather than plastic) are used wherever possible to support learning and display

Questionnaires

At times, during the year, subject leaders may wish to conduct questionnaires to assess pupil attitudes to their subject, learning and ways in which they would like to improve it. Any questionnaires should be within a whole school plan and coordinated by the curriculum leader.

Provision of interventions

Interventions for different groups of children during the year will be tracked throughout school. Subject leaders will analyse the impact of interventions and evidenced through a monitoring trail,

shown in books, conversations, standards and progress. Together with members of the SLT, subject leaders can analyse the impact of interventions and focus on supporting key groups: disadvantaged, gender and SEND.

Resources

Subject leaders may be responsible for the auditing, ordering and impact of resources following an audit and an analysis of the need of the curriculum. This will be completed following the schools agreed processes and procedures.

Age-related expectations

Subject leaders may be able to support curriculum leaders and/or SLT in monitoring age-related expectations for each year group. Tracking will show progress and attainment against these and the achievements of cohorts and groups. Whole school data of age-related expectations may then be triangulated against the evidence in books and pupil conferencing to ensure that assessment information is accurate.

Professional Development Meetings

Working with the curriculum lead and/or SLT, subject leader may note the following information:

- Record INSET provided for and accessed by staff
- Record of support provided by SLT for subject leaders, including external CPD and support from DfPE and Trust subject networks
- Any in-house activities orgnised by subject leaders

Feedback to staff

Following monitoring, lesson visits, pupil conversations and work scrutiny, subject leaders should feedback to staff either individually or as a group, as soon after the monitoring as possible in line with the schools agreed processes and procedures. The information gathered may also be used to inform feedback reports to Governors.

Appendices

The following documents are simply guidance. They are ideas and suggestions which have been developed with subject and curriculum leaders.

Appendix 1 - Subject Leader self-reflection

Self-reflection is an important process which allows teachers to consider how effectively they meet the highest standards and offer the highest quality of teaching and learning for pupils. This form can be used by subject leaders to evaluate the quality of their practice and their management of subject their subject. This

can help inform the SLT of any CPD, guidance and support required by the subject leaders in order to be able to carry out their role effectively.

To complete the form, use the tick boxes to indicate your opinion on how well you have met the outlined criteria following a scale of **1** (strongly disagree) to **5** (strongly agree). In the boxes that follow, outline the evidence to support the extent to which you have met the criteria based on your scale number, as well as any identified targets and areas for improvement.

Subject		Subject leader	
Date			

Subject coordination					
Criteria	**1**	**2**	**3**	**4**	**5**
There is an effective scheme of work that covers the programmes of study across all key stages.					
Teachers' planning reflects the requirements of the scheme of work and this is evaluated regularly.					
A breakdown of when each unit will be taught is communicated to all staff effectively.					
Any key knowledge relating to the balance and breadth of the curriculum are monitored.					
Teachers are able to demonstrate what has been taught in their weekly plans.					

Establishing priorities, analysing results and reviewing pupils' progress					
Criteria	**1**	**2**	**3**	**4**	**5**
The school's priorities for improving the subject are part of the whole-school improvement plan and there are clearly identified, subject-specific priorities.					
Subject-specific priorities are regularly monitored, reviewed and evaluated.					
There are clear procedures and strategies, both formal and informal, in place for monitoring pupils' progress.					
There is close co-operation between the headteacher, staff and governing body, enabling the use of assessment data to improve standards in the subject.					
There is consistent use of informal assessment to advise a sequence of lessons across a unit.					
There is an effective, coherent and manageable whole-school system for setting and revising targets against pupils' progress.					
The monitoring and evaluation of the subject is thoroughly embedded within the school improvement plan and is effective in identifying strengths and areas for improvement.					

Analysing and evaluating the quality of teaching					
Criteria	**1**	**2**	**3**	**4**	**5**
The subject is delivered effectively.					
There is effective evaluation of the delivery of the subject across the school.					
There is appropriate feedback, training and support for staff in the subject area.					
Staff are supported in producing their weekly plans to ensure that they are					

effective in addressing pupils' learning needs.					
Teachers' weekly plans are evaluated in light of learning outcomes.					
Any weaknesses in subject knowledge, teaching and learning are addressed effectively.					
Regular discussions are conducted for staff members to share methods of good practice.					
ICT is used effectively and integrated into teachers' weekly plans where appropriate.					

Management and deployment of resources					
Criteria	**1**	**2**	**3**	**4**	**5**
The importance of an effective learning environment is recognised, and staff use resources effectively to enhance learning.					
The impact of additional support is monitored and evaluated through discussion with pupils, ongoing assessment and work scrutiny.					
Monitoring and evaluation of support staff shows the impact that this has on pupils' attainment and progress.					

Professional development into practice					
Criteria	**1**	**2**	**3**	**4**	**5**
The planned CPD programme meets the needs of all staff and is regularly monitored and evaluated.					
All staff are supported in developing their knowledge and understanding in the subject.					
Evaluation of the support available shows that it is having a positive impact on teaching and learning.					
There is a clear understanding between teachers and support staff of the learning needs of pupils.					
Ongoing assessments and pupil progress reports are updated and shared amongst staff regularly.					
Resources are easily accessible and storage is well-organised.					

Appendix 2- Pupil Voice

Subject		Year Group	

Date		Teacher	
Monitored by:			

Questions	Responses
What is <your subject>? Do you enjoy <your subject>? Why?	
What are you learning about at the moment ? Why are you learning this? What prior knowledge did you have about…? Were you able to share the knowledge you already had?	
What new knowledge have you learnt this term?	
What has been your best achievement so far this year in <your subject>?	
How do you know if you how well you are doing in <your subject>?	
How do you find your work in <your subject>? Challenging, too hard, too easy…	
What did you learn in your last <your subject> lesson?	

Analysis of Pupil Voice	Actions/next steps
Strengths	
Areas to Develop	

Appendix 3- Record of Work Sampling

Work Sampling Record Sheet

Subject		Year Group	

Date		Teacher	
Monitored by:			

Action Points from Previous Work Sampling if appropriate

1.

2.

3.

Presentation and feedback

Question	Notes/Evidence	Next steps
Is the <your subject>? presented in a variety of ways for example, design brief, presentation, video, concept map?		
Is the learning objective clear and dated?		
Is there evidence of regular oral and written feedback in line with school policy?		
• Does feedback give guidance on how to improve work? • Is there evidence of children's self-assessment and evaluation of their work?		

Learning and Activities

Question	Notes/Evidence	Next steps
Is what children will be learning clearly identified?		
Are there clear success criteria? (steps to success)		
Does the work link clearly to the curriculum map and practise key concepts?		
Are the activities appropriate, engaging and fit the intended learning outcome/ objectives?		
Is there appropriate support/responsive teaching?		

Progress and Achievement

Question	Notes/Evidence	Next steps
Is there evidence that the child has made progress against the key concepts in <your subject> on the curriculum map?		

Is the child on track to meet the end points for their year group which are identified on the curriculum map?		
Is there evidence of correct use and understanding of key vocabulary?		
Is the work in line with expectations for the year group?		

Appendix 4 – Planning monitoring sheet

<YOUR SUBJECT> - Planning Monitoring Record Sheet

Subject		Class	

Date		Teacher	
Monitored by			

Action Points from Previous Planning Monitoring

1.

2.

3.

Question	Notes/Evidence	Next steps
Is the planning file complete?		
Are school formats being used effectively and completed consistently?		
Are the objectives clear and referenced to the agreed planned curriculum?		
Are the weekly objectives following the progression and sequence of learning on the <your subject> curriculum map?		
Do the planned learning activities link clearly to the objectives?		
Is the key knowledge and vocabulary that children will learn identified?		
Have the different ability groups of children been identified including children with SEND?		
Is there appropriate support for all groups of children identified clearly to enable them to achieve the learning target?		
Is it clear which resources are required for the learning activity?		
Are a suitable range of assessment opportunities planned for appropriately?		
Are appropriate enrichment opportunities identified?		

Appendix 5 – Classroom visit checklist

Subject		Year Group	
Date		Teacher	
Monitored by			

Quality of Learning- Prompt	Evidence Seen During Lesson
What are different groups and individual pupils actually learning as opposed to doing?	
Are pupils consolidating prior skills/knowledge or learning something new?	
Can all pupils make the links between prior learning when learning something new?	
Can pupils talk about what they are learning, as opposed to simply describing what they are doing?	
Do they consistently produce work of a good standard?	
Do the activities meet the needs of all pupils? How well are pupils with SEND supported to be able to access the planned activity? Are resources sufficient? Are they well matched to supporting learning?	
Are teachers alert to the social, emotional, and learning, needs of individuals?	
How effectively are additional adults used and what impact are they having on improving outcomes for children?	

Learning and Attitudes - Prompt	Evidence Seen During Lesson
Are pupils engaged, working hard, making a good effort, applying themselves, concentrating and productive? Are pupils developing habits of good learning?	
How well do pupils collaborate with others? Do they ask questions, of each other, of the teacher or other adults, about what they are learning?	
Are pupils working independently? Are they self-reliant - do they make the most of the choices they are given, or	

do they find it difficult to make choices? To what extent do pupils take responsibility for their own learning?	
Are pupils happy with their work? Are they proud of it? Are pupils interested in their work and in what they are learning? Or are they easily distracted?	
How smooth is the transition from teacher input to group work? Do pupils settle to work easily? Can children learn free from disruption? Are expectations of behaviour sufficiently high?	

Assessment for Learning - Prompt	Evidence Seen During Lesson
Is assessment used effectively to identify what children know and can do and what they need to learn next?	
Are there any significant differences in the learning of different groups of pupils, or of any individuals?	
Are pupils involved in assessing their own learning and progress? Do pupils know what they are learning and why? Do they know what they have to do to be successful	
How effectively do staff use questioning to gauge pupils' understanding?	

Appendix 6 - Subject Leader Action Plan

Subject		Date	
Priorities/Targets (Write the key things that you will be working on) 1.Whatever it is #### 2.Whatever it is **** 3.Whatever it is %%%%		**Monitoring strategies:** (Include the strategies you will use so as not to keep repeating them. For example) -Pupil voice -Work scrutiny	

4.Whatever it is ^^^^ 5.Whatever it is &&&&	-Lesson visits -Progress meetings

Actions **WHAT** are you going to do?	**Strategies** **HOW** are you going to carry out the actions?	**Monitoring** **WHO** is responsible?	**Timescales** **WHEN** will the actions be achieved?	**Success Criteria** **WHAT** will success look like?	**Evaluation** **IMPACT** on improving outcomes for children
1.Whatever it is #### You may have a number of actions linked to this priority/target a) b)					
2.Whatever it is ** Link them together as you write the plan					
3.Whatever it is %%%%					
4.Whatever it is ^^^^					
5.Whatever it is &&&&					

Appendix 7 – Curriculum leader/SLT Cohort Tracker - % on track and above

Subject		Date	

Ontrack or above	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall							

Boys							
Girls							
PPG							
non-PPG							
SEN							
non-SEN							

Appendix 8 – Summary Report to Governors

Subject		**Date**	
Subject leader			

Summary
(on overview of activities linked to action plan, success, challenges, enrichment opportunities etc)

Staff development

(Outline any key training or CPD that has been undertaken by staff over the current academic year and how this has impacted on subject development and delivery. Where possible, you should also identify how or why training was required, e.g. if there was a lack of knowledge of a certain topic area, training was needed to develop this.)

Impact on outcomes for children including pupils with SEND(Outline the success criteria used for measuring impact. You should also include any evidence of impact)

Areas for improvement (Identify the priorities for subject development and delivery for the next academic year.)

Evidence provided (Please ensure evidence can be cross-checked with your subject leader's file)

Appendix 9 – Curriculum leader/SLT overview of progress in all subjects

As a point of reference, assess each subject by these questions

	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Does leadership focus on planning and paperwork for this subject?	4 Leaders annually review the quality of the curriculum content and sequencing linked to outcomes 3 Yes but just to check it has been completed 2 Just for benchmark year groups 1 No															
Does the school's curriculum design for this subject show a strong understanding of the component strands of the national curriculum?	4 Yes, the NC component strands are repeatedly covered 3 Yes, all NC components are covered at least once across year groups 2 Some of the NC strands are delivered in all year groups 1 Some year groups cannot evidence the NC in their delivery of this subject															
Has the headteacher clearly delegated the responsibility of this subject's curriculum design?	4 Yes, and the HT can talk about Intent, Implementation and Impact for this subject 3 Yes, the subject leader can talk about Intent, Implementation and Impact for this subject 2 No, but the subject leader has created a clear curriculum design 1 No, and there is no clear evidence of how this subject is being delivered across the school															

	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Have units/schemes of work been reviewed in light of the most recent curriculum design?	4 Yes, we have chosen units that fit in with our curriculum intent for this subject 3 Yes, we have made the made the units fit with our curriculum intent for this subject 2 We have designed our curriculum for this subject around existing schemes of work 1 There is no link between existing schemes of work and curriculum intent for this subject															
Does the wider school community understand and value the curriculum design for this subject?	4 Yes, interested stakeholders have been consulted about how we teach this subject 3 Yes, we share the curriculum intent for this subject so that anyone can see it 2 No, we don't share information about how this subject is delivered 1 No, we have had complaints about how this subject is delivered															
Are there clear steps in place to make sure all children can access the curriculum?	4 Yes, all children's needs are identified and catered for 3 This happens in certain year groups 2 This happens for certain children 1 This doesn't happen															

	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Does leadership check implementation of the curriculum for this subject?	4 Yes, for all subjects 3 Yes, for some year groups 2 Just for benchmark year groups 1 No															
Are resources used consistently throughout the school for teaching this subject?	4 Yes, all teachers make good use of resources bought for this subject 3 Some teachers make use of resources bought for this subject 2 Some teachers do not know what resources are available for this subject 1 Teachers do not use the resources bought for this subject															
Is there accountability for this subject across all ages (not just Y2 and Y6)?	4 Yes, all year groups are accountable 3 Yes, for EY, KS1 and KS2 (transition year groups) 2 No, just Yr2 and Yr6 1 No accountability from teachers															

	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
How regularly is the curriculum reviewed for weaknesses or barriers to learners?	4 Half termly 3 Termly 2 Yearly 1 Longer															
Can leadership talk about what is being taught for this subject?	4 Everyone, including the headteacher Governors 3 Some members of the SLT can 2 The subject leader can 1 No															
Does leadership know what learning looks like for this subject and produce evidence of that?	4 Yes, there are moderated examples as a guide 3 Yes, they have some evidence to support this 2 Yes, they know what it looks like 1 No															
Do all teachers in the school feel confident teaching this subject?	4 Yes, they have addition expertise in this sunject 3 Yes 2 Some 1 None															

	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Are resources regularly reviewed on both their cost and impact?	4 Yes, impact is measured each half term, and cost reviewed annually 3 Yes, impact and cost are measured each year 2 We review the cost, but not the impact of resources 1 We renew/add resources without review															
Do SLT have specific time invested in understanding how this subject is being delivered?	4 Yes, and looks at Intent, Implementation and Impact 3 Yes, and looks at Implementation and Impact 2 Yes, but looks just at Impact 1 No															
Do Governors understanding of the quality of education that the schools provide?	4 Yes, they have a comprehensive understanding 3 Yes, they have some understanding 2 Yes, one or two do 4 No, they do not understand the quality of education the school provides															

	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Are there checks by the leadership that the required skills and knowledge are being delivered at each stage of the curriculum for this subject?	4 Yes, the headteacher links training to the CPD programme and staff appraisal process 3 Yes, headteacher is aware 2 Yes, by subject leader 1 No															
Do you have a clear process to check what all children know and can do within this subject?	4 Yes, and implemented 3 Yes, but not consistently implemented 2 No, but some teachers have their own process 1 There are no processes in place															
Are all children able to make the same level of progress in this subject?	4 Yes, on the whole, all children make an expected level of progress 3 Most children do; those not have been identified and supported 2 some children do 1 A significant number are not making expected progress															

	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Do children value learning in this subject?	4 Children can explain positively the impact it will have on their future career choices 3 there is high uptake in extra-curricular activities linked to this subject 2 Some children show interest in this subject 1 There is no evidence of the impact this subject has on children															

Some suggestions for further reading:

- **'Primary Huh: Curriculum conversations with subject leaders'** by Mary Myatt

- **'Teaching Walk Thrus: Five-step guide to instructional coaching'** by Tom Sherrington

- **'Leaders on leadership: the impressions of primary school head teachers and subject leaders'** by Linda Hammersley-fletcher and Mark Brundett – A research project by the National College for School Leadership

Some suggested resources:

- **National College for subject Leadership –** available on the National College training HUB

- **www.youtube.com/ofstednews - this is a suite of 10 webinars on a range of themes released by Ofsted**

- **www.gov.uk/ofsted - follow the link to the subject research review series to find your subject**

- **www.subjectassociations.org.uk** - The Council of Subject Associations is the joint voice of subject associations, bringing organisations together for the benefit of learners and teachers