



Subject Leader Policy – Physical Education



Subject Leader: Fran Summers

Date: September 2025

Rationale and Core Purpose of the Subject Leader

At Golden Hill Short Stay 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 children.

We support children to achieve, celebrate and succeed in line with our core 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 Teacher 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 children, 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 children 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 children.

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 Subject Leader Handbook

All 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 SLT. Further additional time is taken beyond the school day. All

subjects have allocated support from Class Teaching Assistants. Subject leader files are monitored regularly by SLT.

Guidelines for Implementation

(What Subject Leaders Do)

Strategic Direction

- Promote the subject, its importance, and the value it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the subject
- Consult children, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, vision and aims
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different children
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS

Leading the Curriculum

- Develop and review regularly the vision, aims and purpose for the subject area
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of children to ensure the curriculum has a positive impact on children's learning
- Have an overarching responsibility for children's achievement and standards in the subject area

Leading and managing staff

- Establish an effective team and hold regular meetings on the subject to keep staff informed on any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area

- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with children to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises

Deployment of resources

- Provide support with textbooks and library books in the subject area
- Work with the English subject leader to ensure that links between the subject topics and fiction and non-fiction books are used within the English curriculum
- Create a safe, welcoming environment and take care of the classroom accommodation
- Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in children
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience (this will likely only apply if the subject area is a priority for development)



Subject Leader Handbook

Keep track of what's in your subject leader files using the check list below.

Strategic direction and development

CONTENTS
☐ Subject SEF
☐ Subject improvement plan
☐ Schemes of work
☐ Policies (include guidance and information on how relevant whole-school policies are implemented within your subject)
☐ Reports to governors
☐ Feedback from learning walks, lesson observations and reviews

Teaching and learning

CONTENTS
☐ Information on what data analysis is carried out, including key information and trends
☐ Curriculum content and assessment arrangements
☐ Information on monitoring arrangements
☐ Evidence of impact on standards in the subject

Leading and managing staff

CONTENTS
☐ Examples of how, as a subject leader, you've led by demonstrating good practice (for example, a video of teaching)
☐ Information on how appraisal works and how targets are set
☐ Evidence of evaluation of interventions

- | |
|--|
| ☐ Information about meetings and INSET |
| ☐ Information about communication with colleagues internally and in other schools |
| ☐ Your responsibilities to consider staff wellbeing |

Efficient and effective deployment of staff and resources

CONTENTS

- | |
|--|
| ☐ Information about purchasing resources and preferred suppliers, and the impact on standards |
| ☐ Budget information |
| ☐ Information on how the pupil premium is used |
| ☐ Evaluation of the use of resources to achieve value for money |



SEF Subject Summary

Subject: - Physical Education

Academic Year: - 2025/2026

Overall effectiveness: the quality and standards of Physical Education	Current grade
Since the implementation of PE Passport, there has been a visible improvement in the quality of Physical Education lessons being delivered. The comprehensive lesson plans and user-friendly guides have significantly enhanced staff confidence in their teaching practices. Additionally, the introduction of the Max Whitlock Gymnastics scheme has been particularly beneficial, addressing a previously identified area of weakness among staff. The subject lead has taken proactive measures by ensuring that continuing professional development (CPD) opportunities and accessible schemes of work are readily available for staff. Furthermore, the purchase of new equipment has been instrumental in facilitating effective delivery of various units of work. This enhancement in resources has not only provided children with the necessary tools for their activities but has also contributed to their enjoyment and progression in physical education throughout the academic year. Overall, these initiatives have created a more confident and capable teaching environment.	Outstanding 'Staff have extremely high expectations for children's learning and achievement. During lessons, children are highly focused on their learning. From their different starting points, children achieve exceptionally well in this school. 'Leaders are passionately committed to ensuring that children receive a first-class education at Golden Hill. They make this vision a reality. Staff ensure that children re-engage fully in education and that they develop a new-found love of learning. Adults ensure that they create an environment where children build up their resilience to engage in day-to-day learning. Staff have extensive expertise in supporting children both pastorally and academically. Leaders' ambitious curriculum is perfectly adapted for those children who are on shorter 12-week placements, as well as those who are placed in the school for a longer period of time.' (Ofsted July 23)

Main strengths	Evidence
• PE Passport app is being used effectively to support with planning and assessment • Max Whitlock Gymnastics have been purchased to support with staff CPD as it was highlighted as an area of weakness across school • Children are accessing a wide range of physical activities from both internal and external coaches/providers • Children have opportunities to attend a residential in the summer term based on positive behaviour and academic progress • Children attend swimming lessons across a full term at Nuffield Health Gym • Children are experiencing a wide range of OOA activities provided by Outdoor EducationNW. • UKS2 children have access to the UK Military School once a week across the Autumn and Spring term.	
Main priorities for improving quality and standards	Practical Action to be taken
• The assessment tool on PE Passport requires more effective implementation to maximise its potential. It is essential that videos and photographs are uploaded consistently after each session to ensure that progress is clearly documented. Such practices will enable staff to conduct more precise assessments and track individual child development over time. By making use of the multimedia capabilities of PE Passport, teachers can provide more comprehensive feedback	• Address main priorities through action plan

and create a robust record of each child's physical education journey.

- To elevate the profile of physical education across the school, it is imperative that this initiative is led by the subject leader and cascaded effectively to all teachers and teaching assistants. Staff members must consistently remind children of the extensive offer available at Golden Hill, highlighting the diverse opportunities they can access during their placement here. By fostering a greater awareness of the physical education curriculum and its various components, we can inspire children to engage more actively in their physical development and overall well-being. This collective effort will ultimately enrich their educational experience.
- Staff confidence in delivering gymnastics and dance



School Improvement Plan for Physical Education

Summer Term 2025

Areas for Improvement

1. The assessment tool on PE Passport requires more effective implementation to maximise its potential.
2. To elevate the profile of physical education across school
3. Staff confidence in delivering gymnastics and dance

Target Number	Action	Staff involved	Review date	Costs / resources	Monitoring & Evaluation	Monitoring & Evaluation	
						Who? (SLT / Governors / Advisor)	When?
1	Conduct a staff training session on effective use of the PE Passport. Develop a guide for teachers on using assessment data to inform planning.	Whole Staff/All staff	End of Autumn 2025	Training materials (£200)	Regular reviews of lesson plans and assessment records.		
2	Launch a 'PE Weeks' initiative with themed activities throughout the term. Collaborate with local sports clubs to offer additional support Develop a PE display board which showcases the events across the year	Subject Lead/All staff	End of Autumn 2025	Displays materials (£50) event costs (£300)	Feedback from children and parents; participation rates.		
3	Organise workshops with external coaches focussing on gymnastics and dance.	Subject Lead/Whole staff	End of Autumn 2025	Workshop fees (£400) mentoring time (£200)	Teacher surveys and workshop feedback will be collected.		



Subject Leader Report

Physical Education

September 2025

We've provided prompts for filling in the report (in **yellow highlight**). Delete these as you go along

SUBJECT REPORT

Subject summary:

[Include the academic year, the member of staff who is the designated subject leader, and a brief overview of the subject from the past academic year.]

Include significant changes and events, such as details of staffing or curriculum changes that have had an impact on outcomes in the subject. However, you'll only want to include this if you can demonstrate the impact on outcomes with reasonable certainty.]

Academic Year: September 2025

Subject Leader: Fran Summers

PE Passport has been successfully implemented across all year groups to support staff and enhance their confidence in delivering high-quality physical education. This initiative has been complemented by our recent purchase of the Max Whitlock Gymnastics scheme of work, addressing the area of weakness identified through our recent evaluations across the school.

The PE Passport allows staff to track progress effectively by assessing each child's development during lessons. Through the platform, teachers can upload videos showcasing the pupils' skills, facilitating a comprehensive understanding of their abilities. Furthermore, the subject leader is equipped to monitor pupil attainment school-wide, providing valuable insights that identify specific areas for improvement. This dual approach not only supports skill development but also allows staff to ensure all children receive a well-rounded and progressive physical education experience.

The children have been privileged to access swimming lessons for an entire term at Nuffield Gym. We are pleased to observe that they are making good progress, marking a significant improvement from their previous experiences at Penwortham Priory. Each class, consisting of 10 children, receives high-quality swimming instruction that is meticulously adapted to meet their individual needs. This tailored approach ensures that all children, across EYFS, KS1, and

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KS2, benefit from specialised coaching throughout the academic year. The enhancements in their swimming abilities are creditable and reflect the effectiveness of the programme at Nuffield Gym.

The Year 5 and Year 6 children at our school have the opportunity to attend a residential trip each July. For the past few years, this experience has taken place at Tower Wood, in the Lake District. The activities during this residential are expertly facilitated by Outdoor EducationNW, renowned for their commitment to delivering high-quality outdoor experiences.

During their stay, the children engage in a variety of adventurous activities, including climbing, ghyll scrambling, paddle boarding, and abseiling. They also partake in hill walks, where they can explore the stunning natural surroundings. Additionally, the programme fosters social skills and personal development through shared meal times, campfire experiences, and the responsibility of taking care of themselves in their own rooms. This residential opportunity not only enhances their physical abilities but also promotes teamwork and independence among the children.

Planning inclusive lessons

'A valuable tool to help us plan and deliver accessible, inclusive and aspirational PE lessons for all learners is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs,' (Teacher Handbook: SEND Embedding inclusive practice.)

Key Stage 1

'Learners develop the fundamental movement skills of running, jumping, throwing, co-ordination, balance and agility and begin to develop patterns of movement. As learners develop their confidence and competence these movements can become more complex and linked together. The aim is for all learners to develop their accuracy and fluency of movement execution over time. A big focus is being able to co-operate with others, share and develop strong communication skills. Learners will be taught the basic conventions of games and different activities that have rules and boundaries. This is a particularly important stage for learners with SEND as they build core movement skills that support and shape their physical development,' (Teacher Handbook: SEND Embedding inclusive practice.)

Key Stage 2

'As learners progress, they begin to develop a broader range of skills and start to put sequences of movement together. Some of these movements become more specialised and

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related to particular sports or physical activities. Competition between oneself and others and rules are introduced with learners beginning to demonstrate more refined technique and improvement in their performance. Learners begin to display a greater control of their skills/movements and start to develop a greater strength and flexibility as they approach the end of Key Stage 2. Skills and more complex movements may need to be broken down into smaller steps for learners with SEND and teachers should make adaptations to activities and sports to ensure they are accessible, (Teacher Handbook: SEND Embedding inclusive practice.)

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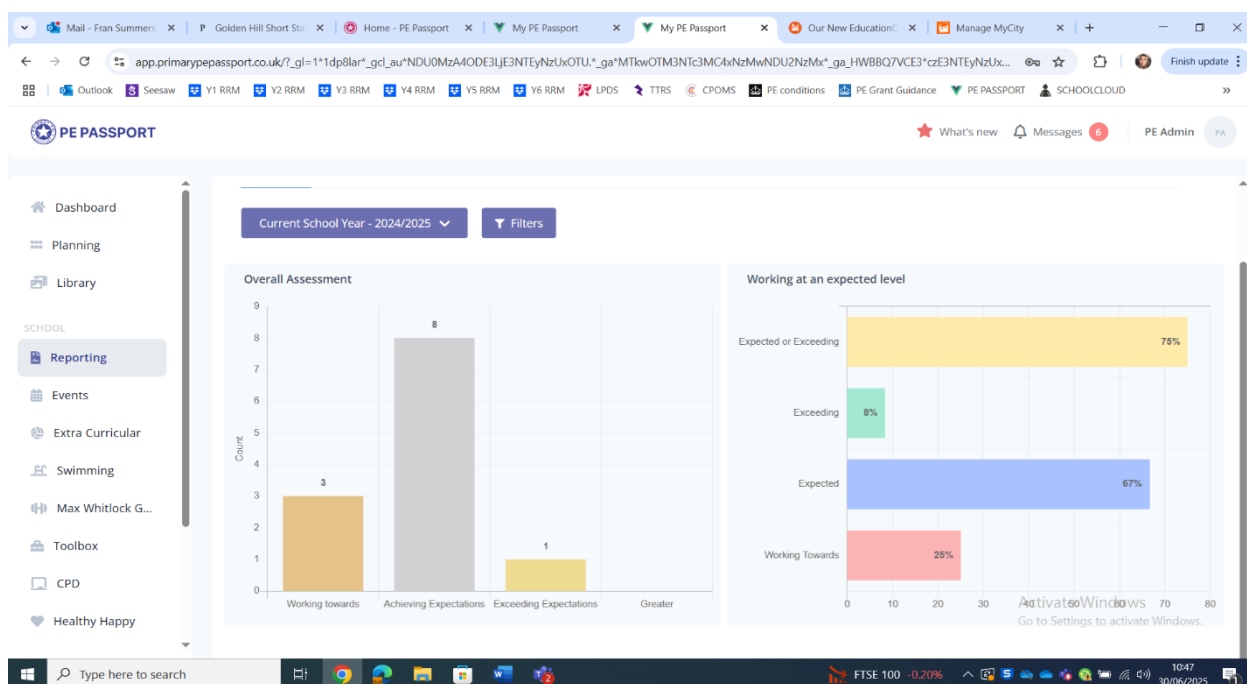
Topics overview

Whole school dashboard of the units covered from PE Passport:

Year One	KS1 - Y2 - Gymnastics Activities	Dance - Starry Skies	KS1 - Y1 - FMS Catching and Bouncing a ball	KS1 Y1 FMS - Tri Throlf	KS1 - FMS Kicking Unit	KS1 - Y1 Athletics
	Multi Skills - Throwing & Catching	KS1 - Y2 FMS Bounce Ball	KS1 - Y1 - Gymnastics Activities Core Task 2	KS1 - Y1 Dance - Robots	Swimming	Swimming
	+	+	+	KS1 - Y1 - FMS Rolling a Ball	OAA - OutddorEdNW	+
Year Two	Multi skills Y2	Invasion Games Y2	KS1 - Y2 - Gymnastics Activities	KS1 - Y2 - Games - Net and Wall	KS1 - Y2 Dance - Explorers	KS1 - Y2 Athletics
	Forest School	Forest School	Forest School	Forest School	Swimming	Swimming
	Swimming	Swimming	+	OAA - OutddorEdNW	Forest School	Forest School
Year Three	Year 3/4 Invasion Games - Handball	Boccia (SRBC)	Year 3/4 Athletic	Volleyball (SRBC)	Boxing (SRBC)	+
	Swimming - Phase 1	Swimming - Phase 1	Swimming - Phase 5	Swimming - Phase 5	Year 4 Gymnastics Core Task 1	Year 3/4 Health Related Fitness
Year Four	Year 3/4 Invasion Games - Handball	Year 3/4 Target Games - Boccia	Year 3/4 Athletics	Volleyball (SRBC)	Boxing (SRBC)	Tennis (SRBC)
	Year 3/4 - Net and Wall Unit Core Task 1	Year 3/4 - Invasion Games - 3 Touch Ball	Swimming - Phase 5	Swimming - Phase 5	Year 4 Gymnastics Core Task 1	+
	+		+	OAA - OutddorEdNW	+	+
Year Five	Handball (SRBC)	Boccia (SRBC)	Year 5/6 Athletics	Volleyball (SRBC)	Boxing (SRBC)	Year 5/6 Net and Wall - Tennis
	+	+	Swimming - Phase 5	Swimming - Phase 5	Year 5 Gymnastic Core Task 1	+
	+	+	+	+	+	+
Year Six	Handball (SRBC)	Boccia (SRBC)	Year 5/6 Athletics	Volleyball (SRBC)	Boxing (SRBC)	Year 5/6 Net and Wall - Tennis
	Swimming - Phase 6	Swimming - Phase 6	Year 5/6 Striking and Fielding Games - Rounders	Year 5/6 Invasion Games - Rugby 1	Swimming - Phase 6	Swimming - Phase 6
	+	+	+	Year 5/6 Striking and Fielding - Cricket	OAA - OutddorEdNW	+

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Hawks class assessment (example)



Curriculum: Intent

[Include the aims and purpose of your curriculum; for example, any particular focus or skills you're aiming to embed.]

Discuss how your curriculum aims meet the specific needs of children in your school.

Talk about how your curriculum builds on previous learning, and prepares children for future learning – e.g., their next Key Stage, or transition to secondary school.]

At Golden Hill, we understand the immense value that Physical activity plays not only in supporting the PE and whole school curriculum but overall, in the day-to-day life of our school and our children. Our aims are to fulfil the requirements of the National Curriculum for PE whilst also teaching our children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others as part of a team, understanding fairness and equity of play to embed life-long values.

Forest School is an integral part of the PE curriculum, particularly in KS1 with the majority of lessons taught outside. We want children to have the opportunity to be able to explore and learn outside throughout the year, experiencing the seasons and changing nature around them. The Key Stage 2 staff are scheduled to be trained in April 2026. This essential training will

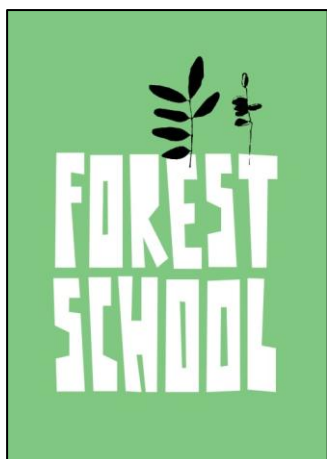
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enable us to implement strategies that will facilitate greater outdoor access for KS2 children, thereby enhancing their learning experiences and promoting a connection with nature. We recognise that some of our children may not get the equal opportunities outside school to experience the outdoors and nature, therefore we want to provide these opportunities for them at Golden Hill.

UKS2 will also be participating in a range of activities delivered by the UK Military School. Owls and Hawks class will be receiving one lesson a week for the Autumn (2025) and Spring term (2026).

'We offer schools bespoke programmes to support the development of this leadership framework. Through close collaboration with schools, individualised development needs of cohorts and individuals are identified early. UKMS can then create a programme structured with the aim of closing identified gaps in social-emotional development. In recent times, it is more important than ever to support students socially and emotionally with early, impactful intervention; UKMS can do this in your school. Not every child or adult is cut out to be a leader. Nevertheless, there are characteristics of leadership we instil throughout our programmes that students experience to develop confidence when making decisions.

This means students build resilience and strength, so when life throws challenges at them they will be better equipped to cope,' (<https://www.ukmilitaryschool.com/>)



Curriculum: Implementation

To ensure high standards of teaching and learning in PE, we implement a curriculum that is progressive throughout the whole school. When designing the curriculum for PE we ensure all our children are given opportunities to develop the knowledge and skills they need to succeed in life.

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P.E. is taught at Golden Hill as an area of learning in its own right, as well as integrated where possible with other curriculum areas. It is taught through two PE lessons a week for KS2 (Swimming being one). All classes follow the long-term planning grid from PE Passport to ensure that all children are exposed to a variety of sports and all children develop the skills, confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

Staff deliver PE with the support of the Lancs key learning documents and the PE Passport App. Classes also have the opportunity to have PE lessons delivered to them by qualified sports coaches from Schools Sports Partnership. Sporting opportunities in the past have included fencing, non-contact boxing, dodgeball and handball. This has also afforded staff enhanced opportunities for CPD enabling them to gain valuable insights and skills from the expertise of the coaches involved.



Curriculum: Impact

Children will leave Golden Hill with the ability to select and apply tactics, skills and compositional ideas to suit activities that need different approaches and ways of thinking. The children will understand what it means to persevere, succeed and also acknowledge others successes. Children will take initiative, lead groups and focus on improving themselves in each session. At Golden Hill we want our children to reach their potential across a broad range of activities, lead healthy and active lives and develop a positive attitude in physical activity.

Enrichment opportunities

- Tower Wood residential
- South Ribble PE coaches
- Swimming at Nuffield Gym
- UK Military School
- Commando Jo

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- Climbing, ghyll scrambling, abseiling with Outdoor EducationNW, Warton Crag
- Scootsafe
- Bikeability
- Tots on Tyres
- Bike Fix
- Whole school festivals (Wellbeing, tri golf, rugby, handball etc.)

British Values & Physical Education

Respect and Tolerance:

PE provides opportunities to learn about and respect different cultures and sports, promoting inclusivity and understanding among children of diverse backgrounds

Teamwork and Cooperation:

Many PE activities involve teamwork, requiring students to collaborate, communicate effectively, and respect each other's contributions to achieve common goals

Fair Play and Sportsmanship:

PE emphasizes the importance of following rules, respecting officials, and demonstrating good sportsmanship, which translates to respect for rules and laws in other aspects of life

Individual Liberty:

Children are encouraged to make choices about their participation, effort, and strategies within PE activities, fostering a sense of personal responsibility and individual liberty

Rule of Law:

PE lessons often involve discussing and adhering to rules and regulations, helping children understand the importance of laws and their role in maintaining order and safety

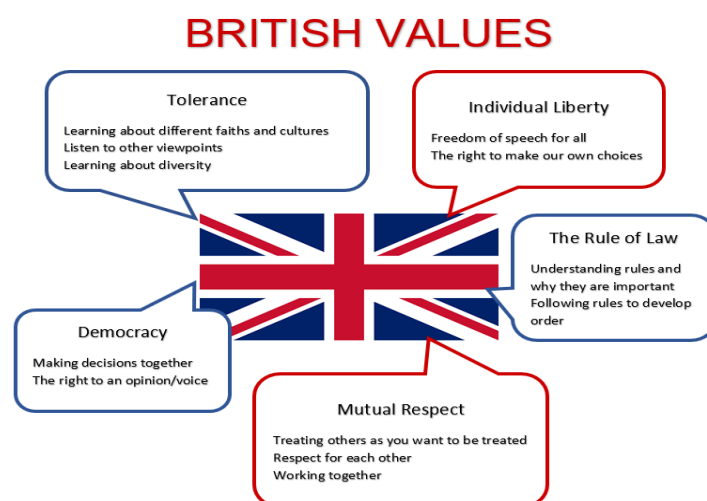
Democracy:

Children may be given opportunities to contribute to decision-making processes within PE, such as choosing activities or suggesting adaptations to rules, promoting democratic value

Resilience and Self-Esteem:

SUBJECT REPORT

PE can build resilience through challenges and setbacks, helping students develop confidence and a positive self-image



Strengths

[Include examples of how your subject is doing well. This could also include reference to any CPD undertaken by staff.]

The PE Passport App was implemented in January 2025, marking a significant advancement in our physical education curriculum. This tool has enabled staff to deliver effective and progressive PE lessons that are not only enjoyable but also high quality. Furthermore, the app has instilled a sense of confidence among staff, addressing concerns that had previously been identified as weaknesses within our PE curriculum. By providing structured resources and professional development opportunities, the PE Passport App has contributed to a more robust and engaging physical education experience for both staff and children alike.

PE Passport serves Golden Hill as a portable Physical Education planning, assessment, and tracking tool. Each lesson is designed to include clear and progressive learning objectives that guide our children through their physical development. Furthermore, the app features differentiated activities tailored to meet the varying needs and abilities of our children, ensuring inclusive participation.

Additional resources, such as instructional videos, are integrated to enhance the teaching experience and support staff in the effective delivery of PE. The app also enables staff to efficiently assess and monitor the progress of each individual child (see below examples), allowing the subject leader to track overall development within the curriculum.

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Include data specific impact measurements – e.g., 'X% of children made improvements this year', or 'X% of children with SEND attended clubs and workshops this year'.]

Data: Take from PE Passport in Summer Term 2025

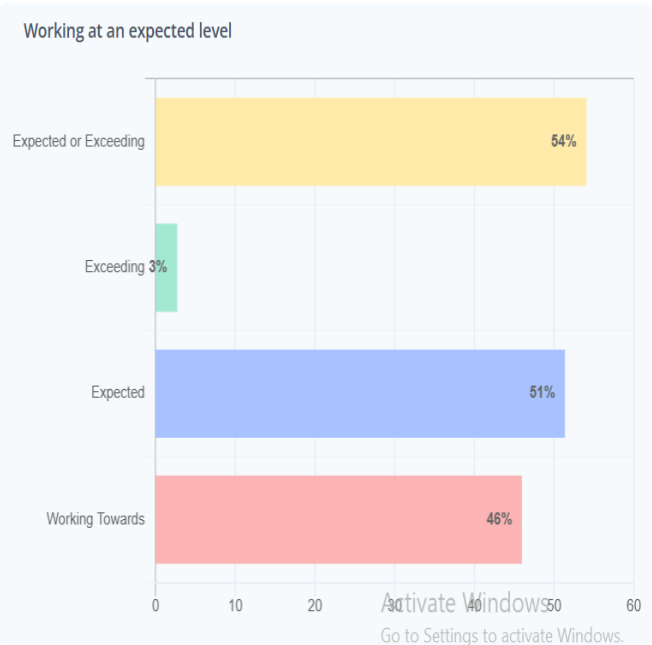
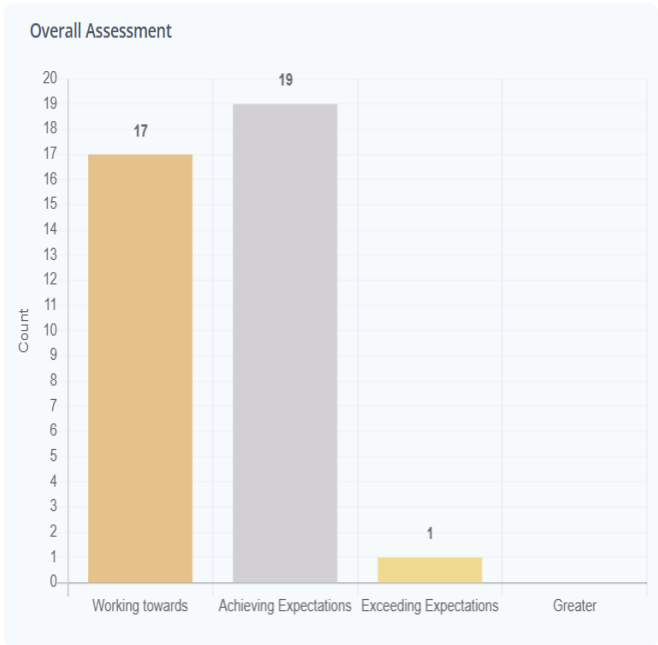
Class: Current School Year 2024/2025

Exceeding	Expected	Working Towards
3%	51%	46%

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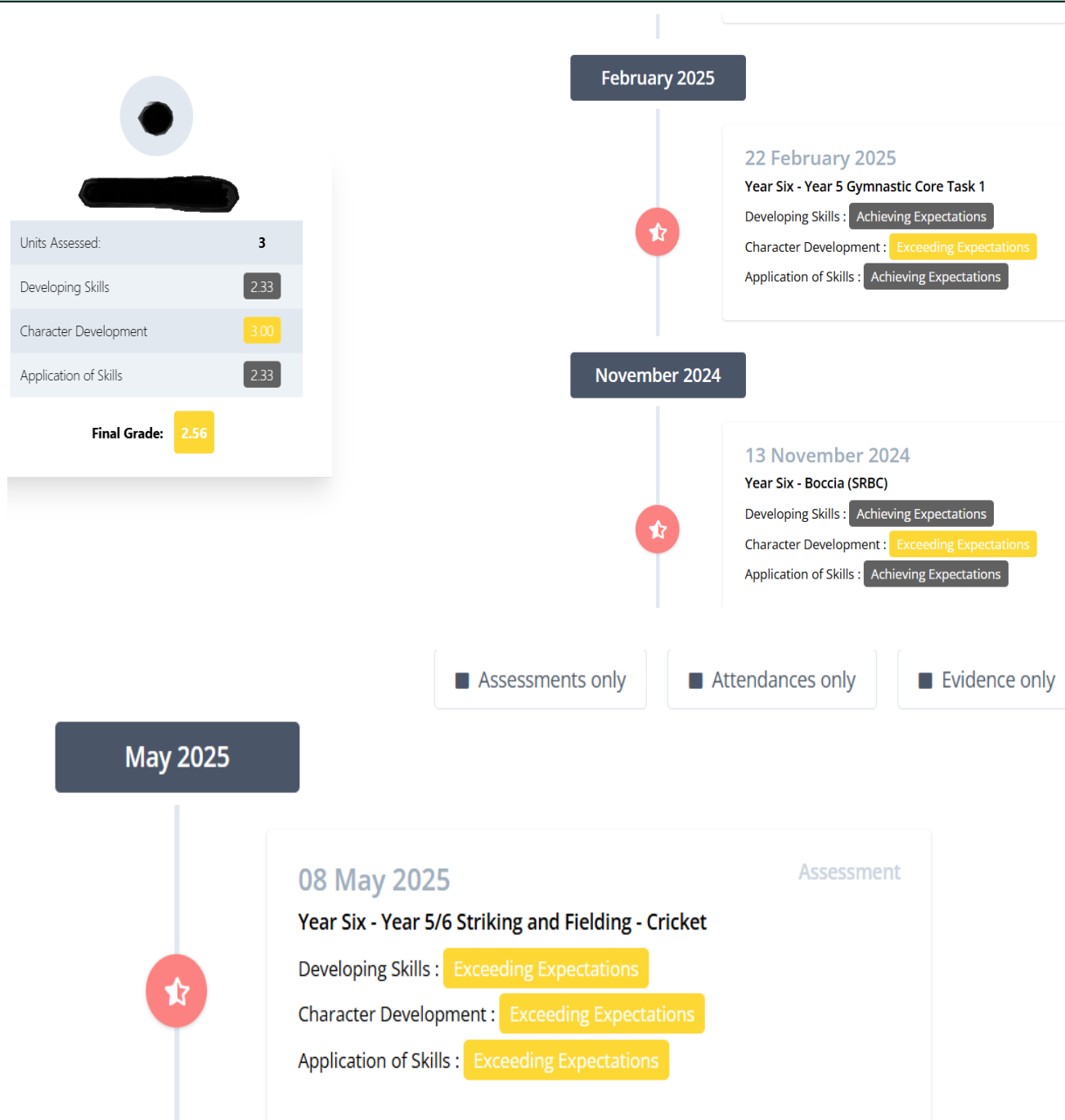
Current School Year - 2024/2025

Filters



Between 25th February 2025 and 25th May 2025, Child X consistently demonstrated exceptional academic performance, surpassing anticipated benchmarks in all units.

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Areas for improvement

[Consider weaknesses, or areas that you need to focus on.]

To ensure the effective delivery of Physical Education, it is important that staff engage in additional CPD that will enhance their subject knowledge. This commitment to growth will be complemented by regular learning walks, allowing staff to observe best practices and identify areas for improvement within the school environment.

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In addition to supporting the professional development of staff, our strategy focuses on meeting the diverse needs of all our children. For those who are working towards the Expected level, targeted interventions will be implemented to facilitate their progression. Simultaneously, we will extend opportunities for those children who are exceeding expectations, guiding them towards achieving Greater depth. This dual approach ensures that we nurture a culture of inclusivity, where every child has the opportunity to thrive and develop their skills in Physical Education whilst at Golden Hill.

[You could include any relevant photographs or additional evidence, such as pupil voice, at the end of the report].



Subject Leader Report

(Subject – Foundation) Date

We've provided prompts for filling in the report (in yellow highlight). Delete these as you go along
[You could include any relevant photographs or additional evidence, such as pupil voice, at the end of the report]

SUBJECT REPORT

Subject summary

[Include the academic year, the member of staff who is the designated subject leader, and a brief overview of the subject from the past academic year.]

[Include significant changes and events, such as details of staffing or curriculum changes that have had an impact on outcomes in the subject. However, you'll only want to include this if you can demonstrate the impact on outcomes with reasonable certainty.]

[Discuss what steps your subject is taking to meet the above intentions. Include the ways in which the subject is taught, and assessment and monitoring measures.]

[Explain how you monitor the quality of teaching and learning. Your report should identify the strengths and weaknesses of the teaching of your subject. It should outline the steps you've planned for tackling any issues.]

[For example, give details of how you conduct lesson observations, and what the results of those observations have been.]

[Show pupil progress and attainment.]

[Explain how you reach judgements about the quality of teaching and learning and, where no national standards are available, how pupil attainment and progress are assessed.]

Topics overview

[Include an overview of topics taught to different year groups or Key Stages.]

Enrichment opportunities

[Include details of how your school encourages learning in this subject outside of the classroom. For example, you could highlight recent initiatives, clubs, resources, or trips.]

[Talk about how these opportunities contribute to your whole-school strategy on cultural capital.]

Values

[Discuss how your subject relates to wider British values and school values, as well as your school's diversity, equity, and inclusion strategy.]

Strengths

[Include examples of how your subject is doing well. This could also include reference to any CPD undertaken by staff.]

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Areas for improvement

[Consider weaknesses, or areas that you need to focus on.]

Action plan

[Looking forward, how are you looking for your subject to progress across the next year? Include specific identified needs and how the impact on children will be measured, including milestones throughout the year.]



Lesson observation form

Subject :-

For the best results, use the form once you've **decided on a particular focus** for the lesson observation.

You should also consider the contribution of teaching to children's achievement over time, and the safety of children in the classroom.

If you want to write your own prompts

- Identify what you'd expect to see in the area you're observing (e.g. how should teachers be managing the behaviour of children?)
- Make sure any prompts focus on both the teacher and the children. What is the teacher doing? How are children responding and what progress are they making?
- If you're creating prompts based on a teacher's performance objectives, agree with the teacher in advance how you'll break the objective down into prompts

LESSON DETAILS			
Teacher:		Observer:	
Class:	Year:	Date:	
Support staff or teaching assistants:			
Focus:		Context:	

PROMPTS	EVIDENCE/COMMENTS
(Add in prompts from our suggestions below, or write your own)	

FOLLOW-UP	
Is any follow-up required?	YES/NO
If 'YES', outline required action:	
Action completion date:	

Lesson observation Prompts

General observation

- Are learning objectives shared?
- Are success criteria shared?
- Is differentiation used?

- Is there effective use of questioning?
- Is there active engagement of children?
- Are resources/teaching assistants being used well?
- What can children do at the end of the lesson that they couldn't do at the beginning?

Preparation

- Are the aims and objectives of the lesson clear, concise and understood by all children?
- Does the lesson planning match the delivery and can deviations from the plan be justified?
- Are appropriate resources available to support the lesson?
- Is there provision for the timing of activities, including reflection, questions and a plenary review of lesson content?
- Is there the opportunity for ongoing assessment of the lesson?
- Are children given the opportunity for self-assessment, correction, modification and recall of lesson content?

Presentation

- Is the teacher able to be seen, heard and understood by all children?
- Do the children know what is expected of them?
- Does the teacher consider individual children's disabilities?
- Is the teacher's positioning and movement around the classroom conducive to learning or a distraction from it?
- Are classroom activities orderly and do they assist learning?

Stretching and challenging children

- Is the content of the work pitched at a high enough level for ability and age?
- Is there effective scaffolding for those who are finding it difficult or likely to find it difficult?
- Is there additional challenge for the very able in the class?
- How well are resources matched to the tasks provided?
- Do teaching methods give enough time for children to apply what they are learning or practice new skills/processes?
- Does the teacher have the depth of subject knowledge to shape and adjust the lesson to meet learners' needs?
- Is questioning effective in probing depth of knowledge and understanding?

- Are children well focused and concentrating on the work?
- Are they developing their understanding?
- Are they able to work independently and ask questions?

Children with special educational needs (SEN) in mainstream lessons

- How well has the teacher differentiated for the needs of children with SEN?
- Does the teacher have information about the children with SEN in the class and what is needed to support them?
- Is the teacher using appropriate strategies?
- If there is a member of support staff supporting children with SEN, how effectively have they been deployed? Have they been briefed by the teacher or have a copy of the lesson plan?
- How well are the children with SEN working? Are they effectively and appropriately engaged?
- Are the children with SEN included effectively in whole class teaching?
- How well is the teacher feeding back to children with SEN to help them to improve?

Behaviour management

- Are children clear about behaviour expectations in class?
- How good are relationships between children and the teacher?
- Are children well focused on the work?
- Do they cooperate with the teacher and do as asked?
- How good is behaviour for learning? Do children self-manage, for example? Do they use their own initiative to help their learning or are they dependent on the teacher?
- Does the teacher use the school's behaviour system, i.e. rewards points or behaviour points?
- Does the teacher act quickly enough if a pupil/some children are exhibiting low level disruption?

Early Years Foundation Stage (EYFS) classes

- Are activities appropriate for the age and ability of the children in the class?
- Are the activities practical?
- How well structured are the activities to enable children to develop skills, knowledge and understanding? Is the purpose of activities clear?
- How well are children engaging in the activities provided?

- How well are adults interacting with them? Are they modelling for children? Are they asking questions and encouraging children to extend their language and communication skills?
- Are there good opportunities for mathematical understanding, reading and writing?
- How effectively are children's social skills being developed?
- Does planning for the day show good coverage of a range of areas?
- Are the most able children challenged enough?
- Where teachers are leading the lesson or a group, is the teaching pitched at the right level?

Differentiation

- What is the range of ability of the class?
- How well has the teacher taken this into account in their planning?
- Is work differentiated by task, resources, grouping children, outcome or some other method?
- Is the differentiation effective? And for all ability groups?

Lesson observation feedback form

NAME OF OBSERVER:	DATE:	TIME:
NAME OF STAFF MEMBER OBSERVED:	SUBJECT:	CLASS:
Focus of the observation		
What went well during the lesson?		
The lesson would have been better if...		
Suggested training		
Additional comments from observer		
Teacher's comments		

NAME OF OBSERVER:	DATE:	TIME:
NAME OF STAFF MEMBER OBSERVED:	SUBJECT:	CLASS:

Name of observer:

Signature:

Why do a learning walk?

So you can:

- Get a clear picture of what's happening across the school in terms of quality and consistency of provision
- Drill down into a particular aspect of provision (for example, comparing the progress of certain groups, looking at the development of writing across the school, or checking that a policy is consistently implemented)
- Identify training needs and areas for professional development
- Help teachers get used to having others in the classroom, making formal lesson observations less daunting
- Save time by reducing the number of more time-consuming formal lesson observations needed

Learning walk

Supports whole-school improvement, and provides evidence for a school improvement plan (SIP)

Breadth – a general look at the application of a topic or approach across the school

Short – around 10-15 minutes in each lesson

Informal – providing an overview of an aspect of the school

Lesson observation

Makes evaluations of individuals, for a range of purposes (such as appraisal or monitoring a department's performance)

Depth – a more thorough look at an aspect of teaching and learning in a classroom or lesson

Longer – usually around 30 minutes, but it could be a whole lesson

Formal – usually with detailed feedback to explain judgements

What's the difference between a learning walk and lesson observation?

Whether you do a learning walk or lesson observation, you'll want to couple it with other evidence, such as:

- Discussions with teaching staff
- Pupil questionnaires
- Work scrutiny

How often should I do a learning walk?

As with [lesson observations](#), there are no statutory requirements to carry out learning walks, or a limit on how many you can do. However, unions may have their own view on what qualifies as a 'learning walk' and how frequently you can carry them out.

Consider teacher wellbeing

Learning walks can help staff become more used to being observed, but be careful this doesn't become a source of stress. Make sure you:

- Don't have too many observers – the NEU suggests a maximum of 2
- Give people plenty of notice:
 - Ideally learning walks should be planned annually, in accordance with the school improvement plan
 - Remind staff at least 1 week before
- Explain the purpose of the learning walk, reminding staff that you're not judging individual performance (individual performance could be looked at with lesson observations)
- Let staff know when and how you will share any outcomes
- Don't visit staff who are undergoing capability or disciplinary procedures

Use our checklist to plan your learning walk

Learning walks should be focused to make them most effective.

You might want to conduct more than 1 learning walk over the course of a year, and compare the results.

Planning a learning walk

ACTIONS	NOTES
☐ Identify the focus of the learning walk • The walk should focus on an aspect or aspects of whole-school improvement, not individual performance	
☐ Decide who will participate • Consider having a member of staff accompany you for their professional development • Avoid having too many observers – the NEU suggests a maximum of 2 • Check you're not visiting any staff involved in capability or disciplinary procedures	
☐ Identify the information and resources you need • Prepare any questions for children/teachers in advance • Identify what you're looking for in the lessons or classroom environments	
☐ Decide when and for how long you'll carry out the learning walk • Consider if there are any classes that shouldn't be included for any reason – such	

ACTIONS	NOTES
as a sensitive situation in a classroom, a test, or a special activity	
☐ Notify staff • Learning walks should be planned in advance, ideally annually, and linked to the school improvement plan • Remind staff at least 1 week before • Make sure teachers know when you're coming • Explain the purpose or focus of the walk to all relevant staff members – remind staff that you're not judging individual performance • Let everyone know when the outcomes of the walk will be shared	

ACTIONS	NOTES
☐ Minimise any disruption caused by the learning walk • Have paperwork ready in advance • When talking to children: • Choose the time sensitively, but don't avoid asking necessary questions • Communicate at eye level, so the conversation is more natural • Speak quietly to avoid disrupting any teacher input • Where necessary, invite a pupil or a group of children to talk outside the classroom, to avoid disturbing learning • Have a set of relevant questions for children as a focus for any conversations • When talking to staff: • Choose the time sensitively, but don't avoid asking any necessary questions • Make sure requests for information don't involve long responses, as they'll need to focus on the class or on supporting children • Avoid asking questions that could be asked later or answered using other sources	
☐ Analyse captured data, checking that individuals can't be identified	
☐ Publish or share results • Teachers should have the opportunity to see any written records made during the learning walk	
☐ Decide on any actions needed: • Who will be responsible	

ACTIONS	NOTES
When they will be completed	

Learning walk

LEARNING WALK EVIDENCE			
Area/staff observed			
Observer(s)			
Date and time			
Subject		Year/Class	

FOCUS OF WALK / KEY QUESTIONS

DISCUSSION WITH CHILDREN	
Pupil(s) spoken with	
• • • •	Additional comments:

LEARNING ENVIRONMENT	
	Additional comments:
DIFFERENTIATION AND CHALLENGE	
	Additional comments:
ASSESSMENT AND FEEDBACK	
	Additional comments:
BEHAVIOUR	
	Additional comments:
WORK SCRUTINY	
	Additional comments:

SUMMARY OF LEARNING WALK	
What went well	Even better if

Work Scrutiny Questions to explore when looking at work:

- Does the work show improvement in knowledge, understanding and skills? Do children learn from their mistakes?
- Do children apply what they have learned to new and real-life situations?
- Do the children communicate in a variety of ways and styles?
- Do children review and modify their work?
- Are clear targets set for improvement?
- Is the work matched to the abilities of the children? (Is there evidence of differentiation?)
- Are there differences between children of different abilities, boys and girls, different ethnic groups, and other identifiable groups?
- Are some children given more challenging work than others?
- Are gaps being closed between those in different groups?
- What is revealed about children' 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 children' 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 children how to move their learning on?
- Are the expectations set by teachers high?
- 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?

Discussions with Children Examples of questions to explore during subject conversations with children:

- 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?
- 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?

WORK SCRUTINY MONITORING FORM

Focus of scrutiny:	
Teacher: Year group / subject:	
Scrutiny carried out by: Role:	
Date:	

ACTIONS FROM PREVIOUS WORK SCRUTINY (IF APPLICABLE)

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AREA	MEETS EXPECTATIONS IF...	MEETS EXPECTATIONS ✓	REQUIRES DEVELOPMENT ✓	EVIDENCE AND NOTES

SUMMARY OF GOOD PRACTICE TO SHARE WITH TEACHER(S)

ACTIONS FOR DEVELOPMENT (TEACHER, SUBJECT OR SCHOOL)

Subject Leader termly tasks guidance

AUTUMN TERM	COMPLETED?
Set curriculum targets and objectives, and identify priorities for the year	
Make sure teachers are aware of targets, objectives and priorities	
Review medium and long-term planning, and make changes where necessary	
Scrutinise short-term planning and make changes where necessary	
Plan continuing professional development (CPD) activities for both teachers and support staff	
Plan specific teaching strategies, such as focus groups or intervention strategies	
Make sure teachers and support staff are familiar with teaching strategies, and plan training where necessary	
Plan monitoring arrangements, including observations and work scrutiny	
Plan use of resources	

SPRING TERM	COMPLETED?
Review progress against targets, objectives and priorities, and make changes where necessary	
Discuss progress against targets, objectives and priorities with teachers	
Set targets for the term	
Scrutinise short and medium-term plans, and make changes where necessary	
Evaluate the impact of any completed CPD activities	
Plan CPD activities for both teachers and support staff	
Carry out an audit of resource and support needed	
Review success of specific teaching strategies, and make changes where necessary	

SUMMER TERM	COMPLETED?
Analyse test results and assessment activities	
Ensure relevant senior leaders and teachers are made aware of results	
Review progress against targets, objectives and priorities	
Set new objectives and priorities for the following year	
Create an action plan for the following year	
Evaluate the impact of any CPD activities	

SUMMER TERM	COMPLETED?
Carry out an audit of resources, teaching skills and support needed	
Review success of specific teaching and intervention strategies	

ONGOING TASKS	COMPLETED
Report any expenditure and its impact	
Attend local and national training sessions	
Plan and produce regular curriculum information for parents/carers	
Plan and deliver special events for children, parents/carers and the community	
Ensure there are themed displays throughout the school	
Plan and deliver extra-curricular activities	
Organise visiting speakers and performers	
Organise subject-related events and performances	
Contribute to the headteacher's report to the governing board	
Attend governing board meetings to report on progress and provide training, where relevant	
Share information with relevant schools	

Subject Log

Date	Person / Lead	Information	Comments / impact

Curriculum Overview 2025 - 2026

All classes have a two year cycle which shows clear progression.

Core Subjects		
Subject	Subject Leader	Timetable
English	Dave (Lead) Fran (support) Phonics (Linda)	Taught daily. phonics KS1 daily, class novel, focused reading sessions and the class library / library sessions
Maths	Fran (Lead)	taught daily using Red Rose Maths. Times table rockstar @ KS2
Science	Linda (Lead)	5 topics to be covered throughout the year. KS1 have an additional 'seasons' topic which is embedded throughout the year.
PSHE Values / learning for life	Amy (Lead) Zaina (support)	1 hour per week (also Group, values and celebration meeting. ½ hour per week for values session. New values planning being delivered from May 25
PE	Fran (Lead) Cheryl (support)	minimum 1 hour per week - KS2 2 hours per week - PE session led by SR Coach & swimming lesson. (also options and play times).

Foundation Subjects		
Term	Subject	Subject Leader
Autumn 1	Computing (+ 1 online safety session every half term)	Linda
Autumn 2	Music (+ Music Van visit termly and specialist music teacher throughout the year)	Dave
Spring 1	Geography	Dave
Spring 2	Art	Cheryl
Summer 1	History	Dave
Summer 2	Design & Technology	Cheryl
RE taught through RE days termly		Linda
MFL taught in the summer term to Year 6 children		Zaina

