

# St Augustine's Catholic Primary School



## Subject Leadership Policy September 2023

Updated: September 2023  
Agreed by Governors: Autumn 2023  
To be reviewed: September 2025

## **Subject Leaders for 2023**

Area	Leader
EYFS	Cathy Thompson
SEND/EAL	Sarah Bennett
RE & Worship	Lindsey Walsh
PSHE	Elaine Goulding
Maths	Elaine Goulding
English	Rubina Patel
Phonics/Early Reading	Lorna Benson
Science	Zoe Brierley
PE	Zoe Brierley
Computing	Catherine Cremona
History	Nadine Johnrose
Geography	Andrew Hicks
Art and Design	Lorna Benson
DT	Rubina Patel
Music	Cathy Thompson
MFL (Spanish)	Nadine Johnrose

## Purpose

At St Augustine's, we are constantly striving for the highest quality teaching and learning for all our children, across every area of the curriculum. As teachers we are expected to lead and coordinate whole school learning for a specific subject or, in effect, to be a "**champion**" for that subject.

This policy will provide a framework of guidance, which will emphasise our positive and collegiate approach to raising standards across every area of the curriculum, through support, motivation and continuing professional development, and to ensure that the subject leadership role is performed rigorously, efficiently and effectively. It will enable us as a staff to make an informed decision regarding standards, which will lead to the identification of areas for development. These areas for development could be linked to the needs of individuals, or become the focus of whole school initiatives, which will form part of the core priorities, subject leader action plans and the School Improvement Plan. The process of monitoring and evaluation will be seen as both positive and constructive, and is central to the school's self-evaluation process. As such, the purpose of this policy is to ensure that our monitoring and evaluation processes contribute to the improvement in teaching and learning and the raising of standards throughout the school. This is referenced in the National Teaching Standards which expect all teachers to:

Have a secure knowledge and understanding of their subjects/curriculum areas including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.

And that all post-threshold teachers:

Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

## Aims

- For every subject to have a leader or "**champion**" coordinating whole school learning
- To enable the sharing of good practice
- To raise standards of achievement
- To enable the sharing of ideas through discussion with colleagues
- To keep informed of developments with the curriculum
- To improve the quality of all areas of educational provision, including the support and opportunities for staff and children
- To inform the acquisition of resources and to enable the Senior Leadership Team to prioritise financial resources
- To help staff to identify their own personal development needs
- To enable us to make an informed judgement as to the standards throughout the school
- To improve the quality of teaching and learning

To be able to answer following questions:

- **How do you know about the skill/knowledge development across the school in your subject?**
- **How do you know that a child in Year X is learning the appropriate skills?**
- **How did you find out?**
- **Tell me where (subject) teaching is good/ not as good**
- **In which class are the children making good progress in your subject?**
- **In which class is your subject not being taught well – what are you doing about it?**

## **What will the policy look like in practice?**

### **Standards in subject**

The subject leader will be responsible for monitoring and evaluating standards for their curriculum area. The subject leader will keep a record of standards in subject. This record will be kept by the subject leader in their subject leader file. The subject leader will be able to identify trends, and suggest areas for whole school development. These will be recorded and then discussed with the senior leader responsible for assessment and the senior leader responsible for teaching and learning. During this process different sources of data may be used.

#### National data:

- School inspection dashboard
- School's statutory data, including performance tables

#### Internal data:

- Termly Assessment Data
- Year 1 phonics screening check and practice data
- Key Stage 1 and 2 SATs results
- Key Stage 1 and 2 SATs predictions
- Subject specific assessment data
- Standards in subject
- Work in books/ walls/ videos etc

### **Management of resources**

All staff under the direction of the subject leader will be responsible for the day-to-day management of resources. The subject leader will be responsible for the maintenance and replacement of consumable stock. The process of monitoring and evaluation will help identify and prioritise the need for innovative resources. We will aim to ensure that resources are purchased and used in the most effective and economical way, avoiding duplication and waste. Subject leaders will be asked to identify resources that are linked to their subject, under three headings:

- Consumables
- Essentials
- Desirables

At the beginning of the academic year lists including pricing, catalogue details will be

submitted to the Senior Leadership Team. There is no restriction on the use of consumable items from the stock rooms. The subject leader will identify resources that need replenishing. Resources will usually be purchased as part of financial planning. Occasionally small purchases will be made during the year.

### **Learning observation**

There will be a focus for the observation, for example, use of enquiry skills in geography or history. Areas for future development will be noted.

The subject leader will keep a record of the observation and any discussion. This record will be kept by the subject leader in their subject leader file.

Following learning observations, the subject leader will be able to identify trends, and suggest areas for whole school development. These will be recorded and then discussed with the senior leader responsible for teaching and learning.

### **Monitoring of planning**

This will monitor progression, differentiation and national curriculum coverage for planning. It will also be related to the core priorities for that year. For example, in English the focus could be spelling. The English subject leader would look at the planning of spelling activities and the progression during the year. The subject leader will keep a record of the monitoring and any discussion. This record will be kept by the subject leader in their subject leader file. Following the monitoring of planning, the subject leader will be able to identify trends, and suggest areas for whole school development. These will be recorded and then discussed with the senior leader responsible for teaching and learning.

### **Monitoring of books/samples of learning/ videos**

This process will monitor progression, differentiation, marking and assessment in books or samples of learning. It will also relate to the core priorities and will take place across all the key stages. It will provide an overview throughout the school. A record of monitoring of books/samples of learning will be kept by the subject leader in their subject leader file. Following the monitoring of books/samples of learning, the subject leader will be able to identify trends, and suggest areas for whole school development. These will be recorded and then discussed with the senior leader responsible for teaching and learning. Further to this, the moderation of books/samples of learning will take place across all curriculum areas. This will help colleagues become familiar with levels and expectations within particular key stages and year groups.

### **Monitoring of display**

Subject leaders will be expected to include photographs of display in their subject leader file. Subject leaders, in their role as subject "**champion**", will be encouraged to create a curriculum display which celebrates whole school progress and attainment for their subject.

### **Pupil voice (often done alongside pupils book study)**

Pupil voice is about valuing the learning that results when we engage all voices in our school and will be used to ascertain children's views across every area of the curriculum.

Feedback, both verbal and written, will be provided to year children. A record of pupil voice will be kept by the subject leader in their subject leader file. Following pupil voice, the subject leader will be able to identify trends, and suggest areas for whole school development. These will be recorded and then discussed with the senior leader responsible for teaching and learning.

Subject leaders monitoring of Pupil Voice fits into the schools school's new Assessment Checkpoint approach:

The following assessment checkpoints are built into teachers' planning to help promote the children to 'know more, remember more and be able to do more.' We use these principles in all subjects areas

1. Prior Learning - long term: staff assess with the children what they already know relating to the 'topic area' to be taught
2. Teacher Assessment: staff to ascertain what they understand at the end of each lesson
3. Prior Learning - short term: Staff to assess what learning the children have remembered from the previous lesson at the start of the next
4. End of Unit Assessment: check in on the knowledge and understanding -answering the 'big question' if appropriate
5. Sticky Learning Assessment: After about 4 weeks staff check in on what the children know, do and can remember from the unit taught. Staff to revisit/reinforce/ practice key concepts as needed.
6. Summative Assessment: Subject Leaders and SLT to check carry out a Pupil Book Study with Learning Ambassadors for the subject about a term later.

### **Action Planning**

At the start of every school year subject leaders put together their action plan for the year. It usually consists of 3-4 targets that have been informed by outcomes from the monitoring from the previous year. The targets are reviewed termly (if not before) and progress towards completing them is reported to the SLT and governors. At the end of the year the targets are RAG Rated and subject leaders report on overall progress and are held accountable for the outcomes.

Subject leaders will input their actions plans onto 'Perspectives' and use this platform to aid monitoring and reporting.

### **Continuing professional development**

Subject leaders should aim to have an up to date knowledge of local and national developments in their curriculum area as well as any issues or trends which may arise. They should research continuing professional development in their curriculum area and liaise with the senior leader responsible for teaching and learning to organise attending if necessary.

Best practices should be shared throughout the school using INSET, staff meeting time or discussion with colleagues. As such, subject leaders will be expected to plan and lead an INSET or staff meetings for their curriculum area.

### **Reporting to SLT/ Governors**

Subject leaders will be expected to develop termly reports for their curriculum area.

This will be used to inform SLT and Governors, disseminate best practice, set expectations for the learning environment and the recording of children's learning, and outline assessment procedures. Reports should be included in subject leader files. They will also be expected to attend occasional SLT meetings to feedback as well as Governors meetings if deemed necessary.

## **What monitoring looks like at St Augustine's**

- **Where possible** subject leaders carry out **Monthly** monitoring of their subjects recording it on the proforma in Appendix 3
- Staff will also be given time each term to carry out more in-depth monitoring
- The monitoring form is to be kept in their subject leader file – with sections for each class
- **Monitoring focus is pre-agreed** with staff and stuck to by the subject leader
- Monitoring focusses on the learning and progress of the pupils
- At the end of the monitoring:
  - If there were no issues; the subject leader will thank the member of staff and indicate in some way everything was great
  - If there are areas for development; the subject leader will talk to the classteacher for 2 minutes at some point after the lesson outlining what was seen and giving ideas for improvement – training, teaching ideas, websites, demonstrations etc
  - If needed, the subject leader will agree a date in the future (3/4 weeks) to return to monitor progress on the identified area
  - On return – subject leader to comment on improvements in that specific area or further ideas for development
- Monitoring focusses on the needs identified. Classes where there is more need of support will receive more monitoring visits
- Subject Leaders will meet with SLT to monitor work and books – each is given a specific focus to look at
- Subject Leaders will meet with SLT to discuss their monitoring; standards, findings and progress with areas of development
- Subject Leaders will produce a termly report on their monitoring for the Governors using the proforma in Appendix 5 and potentially attend a Governors meeting if deemed necessary

### **The role of the subject leader**

The subject leader has a central role at St Augustine's. The overall purpose of the subject leader is to be a "**champion**" for their subject and to contribute to school improvement by raising standards in achievement through the provision of high quality teaching and learning experiences for all children.

At St Augustine's Primary School the subject leader will:

**Consult:**

- With the senior leader with responsibility for curriculum to ensure that the legal requirements of the National Curriculum are covered effectively
- With staff to promote the dissemination of good practice
- With staff to ensure curriculum continuity and progression, common understanding of assessment practice and the sharing of resources and or/expertise
- With school Governors over the policy documentation and standards in teaching and learning
- With professional associations to draw upon their curriculum expertise and keep up to date with current thinking and research

#### Develop curriculum planning by:

- Having regard to and interpreting the local authority policy and national guidance
- Working with the head teacher and staff to draw up/review a policy document for the specific curriculum area
- Supporting the development of the school's Long Term Plan for their subject
- Working with the relevant teaching staff to draw up units of learning, reviewing those plans subsequently to ensure continuity and progression and monitoring and advising on the planning documentation to ensure breadth, balance and progression

#### Ensure effective implementation of the curriculum by:

- Working alongside other teachers to support staff in the classroom to inform their practice
- Model good teaching and learning, demonstrating their particular expertise in their subject
- Planning and delivering school based CPD or INSET in their curriculum area
- Keeping up to date on current thinking and research and share significant developments with staff
- Being proactive in their subject leader role by identifying priorities, assessing possibilities and recommending available courses of action
- Working with the senior leadership team to convene meetings for staff to discuss, explain and agree work in their curriculum area. This will involve drawing up agendas, keeping minutes and notes of actions to take

#### Develop appropriate resources by:

- Developing a knowledge of the resources that are available nationally, regionally and locally
- Acquiring resources for the school
- Managing the resources within the school ensuring that they anticipate and reflect the planned curriculum
- Providing guidance to the staff on the resources available and the ways in which they can be used
- Maintaining resources and monitoring their proper use and storage
- Alerting staff to any health and safety issues relating to any specific items of

equipment

**Develop effective assessment and record keeping procedures by:**

- Developing, within the context of the whole school policy on assessment and the assessment framework, assessment practices in their particular curriculum area
- Assisting colleagues so that the final assessment procedures are carried out with clarity and consistency
- Within the framework of the whole school policy on assessment and the assessment framework develop an appropriate record keeping system for the curriculum areas which is both formative and summative

**Monitor and evaluate standards in teaching and learning by:**

- Working with colleagues to establish the effectiveness of the current planning processes, teaching and learning approaches, assessment and record keeping

**Keep their subject leader file up to date**

The subject leader will collect a wide range of evidence. To enable it to be managed efficiently and effectively it will be stored in a subject leader file. It has been agreed that the subject leaders will keep a subject leaders file which will include the following sections/documents:

<b>Section</b>	<b>Documents</b>
Vision	School Mission Statement
Policy documents	Subject leader policy Specific subject policy Teaching and learning policy Risk assessments
Action plan	Current Action Plan and reviews of previous
Curriculum	Overview of curriculum area – Long Term Plan Curriculum documents Curriculum displays Educational visits
Ofsted	Ofsted inspection report
Monitoring	Lesson observations Monitoring of planning Monitoring of books/samples of learning Monitoring of displays Pupil voice
Progress and Achievement	Data reports
Reports to SLT/ Governors	

Resources	List of school resources Special instructions References e.g. websites, apps, museums, etc.
Budget	
Professional Learning	Record of CPD, staff training

## Termly Timetable of actions

### AUTUMN TERM:

- Review, update and share policy
- Ensure policy is on school website
- Complete training audit (request staff training)
- Write subject action plan, in line with SIP – using 'Perspectives'
- Establish scheme of work and long term subject plan
- Monitor the vision in the subject through the following:
  - planning scrutiny
  - work scrutiny
  - data analysis
- Report to HT and governors and communicating all findings and any areas of concern for the subject
- If applicable, carry out or take part in internal/external moderation

### SPRING TERM:

- Monitor the vision in the subject through the following:
  - planning scrutiny
  - work scrutiny
  - learning walk
  - observation/drop ins
  - pupil/staff voice
  - triangulation
  - data analysis
- Report to HT and governors and communicating all findings and any areas of concern for the subject
- If applicable, carry out or take part in internal/external moderation

### SUMMER TERM:

- All the monitoring and reporting above
- Audit, organise and maintain resources, including network files
- Ensure the resources promote the subject vision
- Analyse overall data (outcomes and progress)
- End of year report to HT and governors and all findings and further areas for development from the subject
- If applicable, carry out or take part in internal/external moderation

### ONGOING:

- Attend relevant networks, meetings and training (and feedback to staff via weekly staff meetings)

- Join and use expertise of national subject organisations

## Appendices:

### Appendix 1

#### Questions to consider in your role as a subject leader

##### Standards:

- Are standards in line with National Curriculum expectations? How do you know?
- What standards are achieved by children and are there any variations or trends?
- To what extent do high, average and low attaining children acquire and consolidate their knowledge, skills and understanding?
- Do children make progress in line with others of a similar ability?
- How well do children with SEN make good progress towards meeting the targets set for them?
- Is the school meeting its targets and are they sufficiently challenging?
- How do the school's results compare with those of similar schools?

##### Teaching and learning:

- Do teachers have appropriate knowledge and understanding of the subject?
- How effective is their planning, use of time and resources?
- Do teachers differentiate learning effectively for children, including those with SEN?
- How effectively do they manage children's behaviour and organise learning in the classroom?
- Does the school have an effective and consistent approach to home learning?
- Are children's attitudes towards the subject positive and are they productive?
- How well do children understand the learning set and how well do they apply themselves?
- How is ICT used within the subject?

##### Curriculum and assessment:

- How is coverage of the subject and progression and continuity of learning ensured?
- Does the school provide a broad range of opportunities for learning in the subject?
- How does the school provide equality of access and opportunity for all children?
- What are the school's approaches to assessment?
- What are the arrangements for recording assessments and do they conform to legal requirements?
- How do teachers record children's general progress?
- How does assessment inform curriculum planning?

##### Leadership and management of the subject:

- Is the subject reflected in the school's aim?
- Is the subject identified in the SDP and how effective is the action planning?
- Has the subject leader been adequately trained and prepared?

- What is their role in planning and development?
- How is the subject leader involved in monitoring and evaluating their subject?
- How does the school ensure consistency and quality of teaching and learning?
- How are standards and progress of the children monitored?
- How effectively are staff, accommodation and learning resources managed and deployed?
- What opportunities do you get to develop as a subject leader?

#### Staffing, accommodation and learning resources:

- Are staff appropriately qualified and experienced?
- Are their professional development needs identified and met?
- Is the accommodation adequate to teach the subject and are the resources accessible and well organised?
- Are there sufficient resources to teach the subject and are they of the right quality?

## Appendix 2

### Pupil voice

#### Questions to consider:

- What is the focus of your pupil voice discussion?
- How many children are you going to talk to?
- Which year groups/classes will you use?
- What ability range will you talk to?
- Think carefully about the type of question you ask. Questions should be open and not closed and/or leading
- Arrange with the class teacher when and with which children you will be meeting in advance
- Keep a record of the year groups of the children you met, but not of individual names of children or teachers
- Ensure you feedback verbally to the class teacher and then, if necessary, discuss what you have found with SLT
- Keep a record of your pupil voice monitoring in your subject leader file (see pro forma below)

## Pupil voice questionnaire

<b>Pupil Voice</b>	
<b>Subject:</b>	<b>Year group:</b>
Do you enjoy learning (insert curriculum area)?	
What have you enjoyed about this subject?	
Which skills do you feel that you have developed?	
How does your teacher help you to improve your skills?	
What would you like to get better at in this subject?	
What helps you to learn well in this subject?	



**Appendix 4:**

**St Augustine's Subject Leader Monitoring Feedback**

Subject:  
Type of monitoring:

Subject Leader:  
Date:

<b>Please include general feedback on this page and more specific individual feedback overleaf (which will be kept confidential)</b>
<i>Overall Strengths noted during monitoring:</i>
<i>Overall noted general areas for development:</i>
<i>Barriers to development:</i>
<i>Action points for Subject Leader:</i>

Dates individual feedback given:  
Date reported to SLT:  
Date presented to Governors:

*Please see below for reporting on individual strengths and areas for development:*

*Specific individual class areas of strength:*

Blossom:

Willow:

Sycamore:

Beech:

Y3:

Y3/4:

Y4/5:

Y5/6:

Y6:

*Specific individual class areas for development:*

Blossom:

Willow:

Sycamore:

Beech:

Y3:

Y3/4:

Y4/5:

Y5/6:

Y6: