Gaywood Primary School

Subject Leadership Policy ~ 2018

Department of Education Definition
'Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'.

Introduction

It is the role of the subject leader to implement the aims of the school and contribute to the continued drive for improvement through their individual subject area. All teachers, other than NQTs, are expected to contribute to subject leadership.

Core Purpose of the Subject Leader

While the Head Teacher, governors and the Trust have overall responsibility for school improvement, a subject leader provides leadership and direction for an individual subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject. A subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy in that subject.

Role of the Subject Leader: What subject leaders do?

1. Strategic direction and development of the subject – Policy

Within the context of the school's aims and policies, subject leaders develop and implement subject policies, plans and practices, which reflect the school's commitment to high achievement and effective teaching and learning. This policy needs to be updated at least three yearly, in line with the Policy review schedule, but may require updating more often if there is a development or change in the subject. Once reviewed by the Subject Leader, it is then reviewed and ratified by the governing body.

2. Standards and Progress

Subject leaders evaluate practice and develop an acceptance of accountability. They monitor the progress made by pupils and the progress towards achieving subject action plans and targets. They evaluate the impact of actions taken on teaching and learning, and use this analysis to guide further improvement, using a variety of Subject Leader tools including work sampling, planning sampling, teacher discussion, data analysis, pupil interviews, drop-ins and lesson observations.

3. Curriculum

Subject leaders ensure curriculum coverage, continuity and progress in their subject for all pupils. They ensure that the plans and schemes of work are in place and understood by all those involved in putting the plans into practice. Subject leaders monitor teacher's plans to ensure plans are in line with school procedures.

4. School Improvement

All subject leaders develop a 'subject action plan.' *(See Appendix 2)* In their role, subject leaders create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it. They carry out a cycle of monitoring throughout the school, ensuring that they are able to make judgements about the standards within their subject, through using a variety of subject leader tools *(see appendix 3, 4, 5, 6 and 8).* Evidence of monitoring is kept in the form of a summary report, *(see Appendix 7)* feedback is given to teachers and action required is taken. Feedback following monitoring activities is also shared with the Leadership Team.

5. Resources

Subject leaders ensure the effective and efficient management and organisation of learning resources to meet the needs of the school. Resources are kept up-to-date and relevant to the needs of the subject. Storage systems for resources need to be managed. Where new resources are needed, these need to be identified and costed as part of action planning prior to annual budget setting. When a budget has been set it will be the subject leader's responsibility.

6. Staff CPD

Subject leaders sustain their own motivation and that of other staff in their subject area. Subject leaders audit and/or identify training needs of staff and co-ordinate the provision of high quality professional development. Subject leaders act as a first point of advice for staff to provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

7. Subject Leaders File

Subject leaders to establish and maintain a file including information relating to their role. A list of contents is included in Appendix 1.

Guidelines for Implementation

Most aspects of the subject leader's role can be discharged outside the teaching day – however, it is acknowledged that the role requires considerable investment of time and energy and that some aspects of the role require time during the school day. Therefore, when financially possible, subject leaders can request non-contact time throughout the school year for the purposes of monitoring.

Accountability

Subject action plans will be monitored termly by the Senior Leadership Team.

[Appendix 1 - Subject Leader File]

1. ***Strategic direction and development of the subject – Policy***
        Subject policy and date of next review

2. ***Standards and Progress***
        Analysis of standards in relation to national expectations
                Analysis of progress
                Targets
                Evidence of moderation
                Work samples/photographs

3. ***Curriculum***
        Long term curriculum map
        Medium term plans/scheme of work

4. ***School Improvement***
        Subject action plan
        Previous action plans – reviewed
        Cycle of monitoring
        Evidence of monitoring activities: planning scrutiny, lesson observations, work scrutiny, discussions with pupils/teachers

5. ***Resources***
        Resource audit

6. ***Staff CPD***
        Records of CPD attended by staff
        Records of CPD meetings led by subject leader
        Audit of staff CPD needs

7. ***Securing Accountability***
        Copies of termly report to Leadership team and governors

[APPENDIX 2 – SUBJECT LEADER ACTION PLAN]

Subject Action Plan for:	
Subject Leader:	

Action	Resources	Timescale / Deadline	Success Criteria	Impact & Evaluation of progress

[APPENDIX 3 - BOOK SCRUTINY]

Class: **Observer:**   **Date:**

	Evidence
• Learning Objective evident	
• Highlighted 'good' sections.	
• Positive comments & next steps	
• Questions written to engage learning	
• Spelling & Punctuation corrected	
• Children responding to marking and progress from comments.	
• Differentiation.	
• Self-Assessment	
• Presentation.	

Strengths

Areas for development

Books seen:

[APPENDIX 4 - PLANNING SCRUTINY]

Date:		Class:	
Subject:		Teacher:	
Observer:			

• Are learning objectives in child speak?	
• Does planning have a shared session, activity and plenary?	
• Is there at least 3 levels of differentiation? How are lessons differentiated?	
• Is there a differentiated success criteria?	
• Is the use of support staff planned for?	
• Does planning show progression?	
• Are there any cross curricular links?	

Strengths

Areas of development

[APPENDIX 5 - PUPIL QUESTIONNAIRE]

Subject:		Date:	
Year Group:		Ability:	
Observer:			

• Do you enjoy this subject?	
• What did you learn in your last lesson?	
• What is your most/least favourite piece of work in this subject? Why?	
• Is there anything you do not like about this subject? Why?	
• How do you know if you have been successful in your learning?	
• How could we make this subject even better?	
• Comments	

[APPENDIX 6 - DROP-IN OBSERVATION]

Teacher		**Observer**	
Year Group		**Lesson observed**	
Date		**Other adults in room**	
Time arrived	**Time left**		

Areas for development from previous drop in sessions/monitoring – Have these been addressed?

Non- Negotiable Checklist			
Lesson plans readily available to all staff.		Evidence of questioning used to promote children's deeper thinking and understanding.	
Learning objective clearly displayed and referred to.		Individual targets are written on the front of every maths and writing books (updated every ½ term).	
Differentiated success criteria shared with the children so that they understand what to do to achieve.		Effective use of TA's to support children's learning.	
The classroom is well organised and children can access resources independently.		All marking is up to date and next steps are clearly evident	
Guided reading records are up to date and indicate that daily guided reading is taking place.		Learning walls are up to date and reflect current classroom practice	
The children talk with confidence about what they are learning and the progress they have made.		There is evidence that Pupil Premium children are being carefully assessed and tracked to ensure that they make accelerated progress.	
Enquiry questions related to the topic are prominently displayed In the classroom.		Children are actively engaged in their learning.	

Comments:

Strengths:

Areas for Development:

[APPENDIX 7 - SUBJECT LEADER REPORT (FULL)]

Subject:		Subject Leader:	

Details *(dates, names etc.)*

Analysis of data	
Scrutiny of work	
Scrutiny of planning	
Lesson observation	
Pupil interviews	
Learning walk	
Resources	

Full moderation – Lesson observations *(one in each phase of the school)* with feedback, planning and work scrutiny, pupil questionnaire and staff feedback. A written evaluation of the subject to be submitted to HT or DHT one week later.

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Standards – Attainment & Achievement
Action

Scrutiny of work
Action

Scrutiny of planning
Action

Lesson observation
Action

Pupil response

Action

Learning walk

Action

Resources

Action

Notes & Guidance
The findings from all of your observations, should be pulled together to form a report to the school management to form part of the SEF (Self Evaluation Form) with an updated Action Plan with any relevant comments on progress.

Please ensure that you complete the 'action' section in each area.
This will inform your subject development plan.

Standards – Attainment & Achievement
Look at any data available. Are children performing in line with the national average? What percentage are on track? Give statements in terms of averages for attainment in all year groups. Compare this year's results with last years and comment on the progress that has been made. Ensure you analyse groups of children e.g. pupil premium, SEN, EAL, male and female.

Scrutiny of work
Look through children's work. Is the work consistent with planning? Does work show independence and differentiation? Are children required to think or simply copy from the board / close procedure? Is the work marked according to the marking policy? Is there a dialogue between class teacher and pupil? Are next steps identified and followed up? Are individual targets identified and regularly updated?

Scrutiny of planning
Is there appropriate differentiation (at least 3 ways)? How is work differentiated (outcome/activity/support)? Is the learning objective, overview of main session, activity and plenary evident in daily plans? Does activity relate to the main objective? Is there variation in lessons (do lessons rely on one particular style of learning?)? Is there a sequence to lessons (do they follow on from one another?)?

Lesson observation
Does the teacher have high levels of subject knowledge? Do teachers have high expectations? Is work challenging enough for all pupils? Are children engaged in their learning and do they understand what is expected of them? Do teachers monitor pupils' progress in lessons and use this information to adapt their lessons? Are teachers using differentiated questioning to assess the effectiveness of their teaching? Do children know how to improve their work?

Pupil Response
Discuss with children their views on the subject. What is it they like/dislike? What could make it better? Summarise pupil responses eg "all pupils showed progress from the beginning of the year and was of a standard expected of HAPs, LAPs, and MAPs, with some outstanding examples of Hands On work. All pupils knew what they were learning and understood how they could be successful. They all enjoyed the subject, particularly the practical work."

Resources
Make a comment about the adequacy of resources to meet the needs of the curriculum and suggestions to improve.

[APPENDIX 7 - SUBJECT LEADER REPORT (SHORT)]

Subject:		Subject Leader:	

Details *(dates, names etc.)*

Analysis of data	
Scrutiny of work	
Scrutiny of planning	

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Short moderation – Planning and work scrutiny. A written evaluation of the subject to be submitted to HT or DHT one week later.

Standards – Attainment & Achievement
Action

Scrutiny of work
Action

Scrutiny of planning
Action

Notes & Guidance
The findings from all of your observations, should be pulled together to form a report to the Head and Deputy to form part of the SEF (Self Evaluation Form) with an updated Action Plan with any relevant comments on progress.

Please ensure that you complete the 'action' section in each area.
This will inform your subject development plan.

Standards – Attainment & Achievement
Look at any data available. Are children performing in line with the national average? What percentage are on track? Give statements in terms of averages for attainment in all year groups. Compare this year's results with last years and comment on the progress that has been made. Ensure you analyse groups of children e.g. pupil premium, SEN, EAL, male and female.

Scrutiny of work

Look through children's work. Is the work consistent with planning? Does work show independence and differentiation? Are children required to think or simply copy from the board / close procedure? Is the work marked according to the marking policy? Is there a dialogue between class teacher and pupil? Are next steps identified and followed up? Are individual targets identified and regularly updated?

Scrutiny of planning

Is there appropriate differentiation (at least 3 ways)? How is work differentiated (outcome/activity/support)? Is the learning objective, overview of main session, activity and plenary evident in daily plans? Does activity relate to the main objective? Is there variation in lessons (do lessons rely on one particular style of learning?)? Is there a sequence to lessons (do they follow on from one another?)?

[APPENDIX 8 – LESSON OBSERVATION – KS1 & KS2]

Teacher & Class:		Date:		Subject:	
Lesson Objective/s:					
Purpose of obs:	Appraisal / CPD / NQT / Other:		**Target from previous obs:**		

Focus Areas	INADEQUATE (4)	REQUIRES IMPROVEMENT (3)	GOOD (2)	OUTSTANDING (1)
Teacher Standard 3 **Subject Knowledge,** Teacher Standard 6 **Use of Assessment.**	• Weak knowledge of the curriculum. • Assessment of pupils' work is poor & oral feedback is not effective. • Assessment is not used effectively to help pupils improve. • Assessment takes too little account of pupils learning or understanding. • Marking is variable & development comments are rarely used. ☐	• Is not yet good. • Pupils' work is actively monitored. • Learning is assessed carefully, but not always rigorously enough. • Marking & dialogue is usually timely & encouraging. *This can include:* • *The teacher knows the subject & most pupils understand course requirements but lacks accuracy.* • *Assessment is present, but may lack rigour & a lack of challenge.* ☐	• Teachers have well-developed subject knowledge. • Assessment of prior skills knowledge & understanding is careful & accurate. • Assessment is challenging: matches most pupils needs; enthuse & motivate: changes to tasks are timely & appropriate. • Oral/written feedback is detailed & accurate. • Pupils know how well they have done & how to improve. • Pupils are guided to assess their work themselves against clear criteria & to set targets to improve. This is usually timely or relevant. ☐	• Excellent subject knowledge with cross-curricular references. • Prior learning is assessed systematically & accurately • Understanding is checked systematically through effective questioning throughout the lesson, anticipating interventions. • Systems are in place to involve all students in reading/responding to feedback & acting on them. • Pupils are confident & critical in assessing their own & others' work, & to set meaningful targets for improvement. • Marking is constructive, accurate & of high quality. • Pupils understand how to improve their work. ☐
What Evidence?				

Teacher Standard 4, 5 & 8 **Teaching** *(Use of support, differentiation, AfL, English & Maths development)*	• Learning activities are not sufficiently well matched to the needs of pupils. • Teacher expectations are not high enough. • Pupils cannot communicate, read, write or use maths as well as they should. • TAs not involved in the lesson & given little or no direction. ☐	• Is not yet good. *This can include:* • *Teaching strategies do not usually meet individual pupil needs & do not provide challenge.* • *Teaching English, Maths & other skills may be inconsistent.* • *Teacher misses opportunities to reshape tasks in order to improve understanding.* • *TAs are not well deployed in all aspects of the lesson.* ☐	• Tasks are challenging: match most pupils needs: enthuse & motivate them; effective strategies used. Work is monitored during lessons; misconceptions are generally picked up. • Astute planning is effective & interventions & support are appropriate, tasks are challenging. • Teachers have high expectations of all pupils. • English & Maths skills & other skills are taught effectively. Pupils develop & apply a wide range of English skills. • Teaching consistently deepens pupils' knowledge & understanding & allows them to develop a range of skills. • Teacher listens astutely, observes carefully & questions skillfully to reshape tasks & improve learning. • TAs are well deployed to support learning. ☐	• Differentiation is explicit in all lessons, tasks challenging, match pupils needs accurately. • Lessons are well judged & often imaginative teaching strategies are used. • Teachers have consistently high expectations of all pupils. • Intervention & support are appropriate & have notable impact. • Expert use of questioning probes understanding & teases out misconceptions. All pupils are enthusiastic & keen to move on. • Teaching of English, Maths & other skills are exceptional; every opportunity is taken to develop skills in other subjects. • TAs involved in planning. Good communication between teacher & TA is evident. ☐
What Evidence?				

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Teacher Standard 2 **Learning & Progress** *(Engagement, interest, motivation, resilience)* **H**	• Students are passive. • Pupils are not involved & frequently off task. • Teaching fails to excite, enthuse, engage or motivate particular groups (inc SEN/D) of pupils. • Pupils or groups of pupils are making inadequate progress. ☐	• Is not yet good. • The large majority of pupils & groups make 'expected' progress. *This can include:* • *Students lack engagement & motivation to complete work well.* • *Progress is not in line with that made by similar students nationally from similar starting points.* ☐	• Most students are enthused & motivated to participate. • Pupils' are resilient, confident & independent • Pupils learn well across the curriculum. • The large majority of pupils & groups of pupils (inc SEN/D, disadvantaged & more able) make better than expected progress in lessons & over time. ☐	• Pupils show high levels of enthusiasm, interest, resilience, confidence & engagement • Pupils learn exceptionally well. • Almost all pupils & groups of pupils make sustained progress & learn exceptionally well leading to outstanding achievement. ☐
What Evidence?				
Teacher Standard 1 & 7 **Attitudes to Learning. Behaviour** *(strategies for managing pupils behaviour)*	• Pupils' lack of engagement & persistent low-level disruption contribute more than occasionally to reduced learning &/or a disorderly classroom environment. ☐	• Is not yet good *This can include:* • *Pupils do not always respond promptly to teachers' direction.* • *Major disruption to learning is uncommon, but occasional low-level disruption may occur.* ☐	• Pupils respond very well to the teacher's behaviour systems & work cooperatively with each other. • Low level disruption is uncommon • Pupils are typically considerate, respectful & courteous; they consistently meet teacher's expectations. • Behaviour management strategies are applied consistently well. • ☐	• Pupils' attitudes to learning are exemplary. • Pupils 'make every effort' to ensure that others learn & thrive in an atmosphere of respect & dignity. • Very high level of engagement, courtesy, collaboration & cooperation. • Lesson proceeds without interruption. • There is a systematic, consistently applied approach to behaviour management, which make a strong contribution to an exceptionally positive climate for learning. ☐
What Evidence?				
Teacher Standard **SMSC**	• SMSC opportunities are ignored or overlooked. ☐	• SMSC is occasionally promoted. ☐	• Opportunities are taken to develop SMSC. ☐	• Every opportunity is taken to develop SMSC skills, knowledge & understanding. ☐
What Evidence?				

Teacher's Name:		Observer's name:		Date:	

Strengths:

Areas for Development: