



Subject Leadership Policy

Effective July 2022



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Purpose

At Summerlea CP School, we are constantly striving for the highest quality teaching and learning for all our children, across every area of the curriculum. All teachers are expected to lead and coordinate whole school learning for a specific subject or to be a “champion” for a subject/area.

This policy provides a framework of guidance, which emphasises 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 enables teachers to make an informed decision regarding standards, which 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 and our 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 as follows:

3. Demonstrates good subject and curriculum knowledge	At Teachers’ Standard	Secure	Expert
	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings	All pupils are enthused and challenged by teachers’ strong subject knowledge, contributing to their good progress	Pupils are challenged and inspired by teachers’ excellent subject knowledge and consistently applied expertise
	Demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship	Has a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy, including how learning progresses with them	Extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained, for example, through involvement in wider professional networks associated with their subjects / curriculum areas



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

What will the policy look like in practice?

Discussion

In the autumn term each academic year there will be the opportunity for subject leaders to share their vision and action plan for their area of responsibility with the Senior Leadership Team and other colleagues as appropriate.

INSET and/or staff meeting time will be allocated to subject areas and subject leadership. This will allow opportunities for regular professional discussion to take place and also for feedback following the monitoring and evaluation process to be given. The process of discussion regarding the core subjects of Mathematics, English and Science will take place throughout the academic year and other discussion will take place in line with the monitoring timetable for foundation subjects and governor visit schedules.

Standards in subject

The subject leader will be responsible for monitoring and evaluating standards for their curriculum area throughout the academic year. The subject leader will keep a record of standards in their 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 shared with the Senior Leadership Team. During this process different sources of data may be used.

National data:

- FFT Aspire
- School inspection dashboard
- School performance tables

Internal data:

- Attainment profile – whole school overview
- Year group data summary sheets from pupil progress meetings
- Year 1 and 2 phonics screening check results
- EYFS baseline and end of year outcomes



- Key Stage 1 and 2 SATs results
- Key Stage 1 and 2 SATs predictions
- Year 4 Multiplication Tables Check
- Year group / class assessment overview / tracking sheets
- Standardised assessment results
- Progress and attainment reports e.g. phase, subject, whole school etc.
- Standards in subject exemplified through collections / portfolios of work 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 process of monitoring and evaluation will help identify and prioritise the need for innovative resources. Consumable items may be identified by the subject leader but will be ordered by the relevant Phase Leader.

We aim to ensure that resources are purchased and used in the most effective and economical way, avoiding duplication and waste. Subject leaders are expected to identify essential and desirable resources linked to their subject and to have a clear rationale for the intended impact, linked to their Action Plan. Orders, including pricing and catalogue details, should be submitted to the Headteacher, via the Finance Assistant, who will decide whether all, part or none of the order will be approved. Costs for non-consumable items will be charged to the School Improvement cost centre.

Lesson observation

Lesson observations may be conducted in person in line with the school's usual practice. 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. Feedback, both verbal and written, will be provided by the subject leader to the individual class teacher/s or year group as appropriate. The subject leader will keep a record of the observation and discussion. This record will be kept by the subject leader in their subject leader file. A copy will be given to the class teacher/s and to the Phase Leader. Following lesson observations, the subject leader will be able to identify trends, and suggest areas for whole school development. These will be recorded and shared with the Senior Leadership Team.

Monitoring of planning

This will monitor progression, appropriate challenge 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. Feedback, both verbal and written, will be provided by the subject leader to the year group. The subject leader will keep a record of the monitoring and discussion. This record will be kept by the subject leader in their subject leader file. A copy will be given to the year group and to the Phase Leader. 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 Leadership Team.

Monitoring of books/samples of learning

This process will monitor progression, appropriate challenge, assessment and feedback in work books or



journals. 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. Feedback, both verbal and written, will be provided to year groups. 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 Leadership Team. 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

Displays in classrooms and communal areas will be monitored to ensure the Teaching and Learning policy is being adhered to as well as curriculum coverage. 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 expected to create a curriculum display, which celebrates achievement in their subject.

Pupil voice

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 groups. 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, discussed with Phase Leaders and shared with the Senior Leadership Team.

Members of the School Pupil Council may also conduct staff/pupil ‘interviews’ and take part in learning walks etc. as appropriate.

Curriculum days

To ensure the highest quality teaching and learning for all our children, across every area of the curriculum, specific subject leaders will be expected to plan and lead a curriculum day (or similar) for their curriculum area. Children should have the opportunity to spend longer periods of time focused on specific areas of the curriculum. Curriculum days will provide an opportunity to integrate curriculum areas, invite in experts in particular fields and develop and extend children’s knowledge and understanding across every area of the curriculum.

Website and social media

Subject leaders are expected to ensure any statutory information about their subject area on the website is current and that other content is kept up to date. In addition, subject leaders are encouraged to share and celebrate good practice in their curriculum area via the school’s social media platforms with the knowledge of the Senior Leadership Team and in line with data protection.

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 that may arise. They should research continuing professional development in their curriculum area and liaise with the Headteacher to organise attending if necessary. Best practice should be shared throughout the school using INSET, staff meetings, twilights, phase meetings, year group meetings, PPA, email or discussion with colleagues. Subject leaders will be expected to plan and lead INSET days, staff meetings and/or 'drop-ins' for their curriculum area, dependent on whole school priorities.

Overview of curriculum area

Subject leaders will be expected to collaborate with the Senior Leadership Team to develop an overview of their curriculum area, which will form part of the whole school curriculum map. This will be used to set a context and approach, disseminate best practice, set expectations for the learning environment and the recording of children's learning and outline assessment procedures. Overviews of curriculum areas should be included in subject leader files.

The role of the subject leader

The subject leader has a central role at Summerlea CP School. 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 Summerlea CP School the subject leader will:

Consult:

- With the Senior Leadership Team concerning the development of their area of the curriculum within the context of the school policies
- With the Senior Leadership Team ensure that the statutory requirements of the National Curriculum are covered effectively
- With other schools to promote the dissemination of good practice
- With other schools to ensure curriculum continuity and progression, common understanding of assessment practice and the sharing of resources and or/expertise
- With school Governors over 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
- 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 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 e.g. resource centres, museums, area support groups, places of interest, apps and visiting speakers
- 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

The key areas of subject leadership

The work of the subject leader incorporates the four key areas of subject leadership:

- Strategic direction and development of the subject
- Focusing on the standards of teaching and learning
- Leading and managing people
- Managing resources

Strategic direction and development of the subject

This will involve auditing the subject including the analysis of data and evidence; agreeing targets for improvement; preparing action plans and documenting policies and plans.

Teaching and learning

This will involve implementing policies and practices for planning, assessing, recording and reporting; evaluating teaching and identifying good practice.

Leading and managing people

This involves identifying training needs, leading professional development and motivating colleagues.



The subject leaders' file

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 leader's file that will include the following sections/documents:

Section	Document
1. Vision	Intent, implementation and impact statement
2. Policy documents	Subject leader policy Subject policy if applicable Teaching and learning policy Risk assessments
3. Action plan	Action plans
4. Curriculum	Curriculum documents including National Curriculum programme of study Curriculum day Curriculum display Educational visits Overview of curriculum area
5. Ofsted	Ofsted inspection report
6. Monitoring	Lesson observations Monitoring of planning Monitoring of books / samples of learning Monitoring of displays Pupil voice
7. Progress and achievement	Data and analysis Subject 'dashboard' / SWOT analysis



8. Reports to governors	Headline summary reports for governors
9. Resources	List of subject specific resources References e.g. websites, apps, museums etc.
10. Budget	Order requests for resources
11. Professional learning	Record of CPD Record of INSET, staff meetings led etc.

Monitoring and evaluation timetable

All subject leaders are expected to undertake monitoring of their subject across the school as per the timetable below and will be released from class to undertake some of this, at their request. There is also an expectation that some monitoring will take place as part of the Directed Time budget under 'contingency/additional weekday activities'. Subject leaders should be proactive in arranging time out of class in liaison with the Headteacher to allow monitoring to happen at suitable times during a typical school week. Monitoring should not take place in the first or last week of term due to other timetable pressures.

Subject	Autumn term		Spring term		Summer term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Core subjects	English, Maths, Science		English, Maths, Science		English, Maths, Science	
Foundation subjects	N/A	PSHCE Computing	History PE	Geography Music	DT MFL	Art & Design RE

All subjects	Tasks to be completed
Action Plan	<p>Complete action plan of intent and share with SLT in autumn term 1</p> <p>Review implementation of action plan with SLT in spring term 1</p> <p>Evaluate impact of action plan with SLT in summer 2</p>
Curriculum overview	Complete overview of curriculum area by end of autumn term 2
Curriculum display	Complete curriculum display by end of spring term 1
Monitoring	<p>Complete monitoring throughout the year</p> <p>Meet with subject link governor in autumn, spring and summer term</p>
Governor report	Complete report for governors by end of term stipulated
Data	Complete data analysis and subject 'dashboard' / SWOT analysis by end of summer term 2 and use to inform new action plan

Curriculum activity

Subject/Curriculum area	Activity	Term*
English	National Poetry Day	Autumn 1
	World Book Day	Spring 2
	Book Fairs	Autumn 1 and Spring 2
Maths	Dragons' Den week	Spring 2
	STEM week	Summer 2
Science	Whole school science assemblies/investigations	Autumn term and Spring term
	STEM week	Summer 2
Computing	E-safety week	Spring 1
DT	STEM week	Summer 2



Art and Design	Year 5 Locality Project and art exhibition	Spring 2
	Community events/competitions/exhibitions	Ongoing
History	International day	Spring 1
Geography	International day	Spring 1
	Eco Conference	Spring term
Music	Harvest, Christmas and year group assemblies	Autumn 1, Autumn 2 and Spring 2
	Spring spectacular	Spring term
	Year 6 production	Summer 2
	Locality 'big sing'	Every other year Summer term
	'A real song and dance'	Summer term
PE	Time to Dance	Spring term
	Sports Day	Summer 2
	National schools sports week	Summer 2
	'A real song and dance'	Summer term
MFL	International day	Spring 1
RE	Whole school assemblies	Autumn 1 through to Summer 2
	Year 5 and 6 Life Exhibition	Every other year Autumn 1
RSHCE	Anti-bullying week	Autumn 2
	Safeguarding week	Autumn 2
	Big First Aid lesson	Autumn 2

***Subject leader to confirm date/s with headteacher**



Appendices

Appendix 1

Questions to consider in your role as a subject leader

Standards:

- Are standards in line with National Curriculum expectations?
- What standards are achieved by children and are there any variations or trends?
- To what extent do high, middle 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 SEND 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/outcomes 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 SEND?
- 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 schools aim?
- Is the subject identified in the SIP 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?



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



Appendix 3

Subject Leader action plan NEW template introduced Sept 2021 (NB Key generic areas of focus across all subjects will be agreed with subject leaders each year)

Quality of education	Behaviour and attitudes	Personal development	Leadership and management	Early Years Foundation Stage
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Subject Area	XXX
Judgement <i>What is the current picture?</i>	<i>Refer to SWOT analysis.</i>
Objective <i>What outcome are we trying to achieve?</i>	<i>Include key aims/priorities for the year ahead.</i>

<i>Key generic areas of focus across all subjects</i>	<i>Actions</i> <i>What will be the specific actions taken to achieve the objective ?</i>	<i>Owner</i> <i>Who will complete the actions?</i>	<i>Timeframe</i> <i>When will the actions be completed?</i>	<i>Resources</i> <i>What are the resourcing implications of the actions?</i>	<i>Milestone 1</i> <i>What will be achieved by Dec 2021?</i>	<i>Milestone 2</i> <i>What will be achieved by March 2022?</i>	<i>Milestone 3</i> <i>What will be achieved by July 2022?</i>	<i>Success Criteria/ Impact</i> <i>How will we know if the actions have been successful?</i>	<i>Monitoring</i> <i>How will improvements be monitored?</i>



Subject leadership key questions proforma

What is the standard of teaching in your subject/lead area?	How do you know or how will you find out?	What do you need to do to improve teaching and learning in your area?		
		Outcomes	Action	Timescales
What are the standards of attainment/pupil work in your area?	How do you know or how will you find out?			



<p>Subject Leader/Middle Leader evidence bank</p> <p>Case studies including:</p> <ul style="list-style-type: none"> • Examples of pupil work (standards) • Examples of progress • Examples of planning • Examples of data used by staff • Examples of what you have done to lead this area and improve • Example of impact on School Improvement Plan 	<p>Outline of 'time bid' to support action planned and brief detail of tasks to be completed in time requested</p>
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Appendix 5

Subject leader monitoring summary report

Date:

Subject area:

Leader/s:

Phase	Strengths	Areas for development
EYFS		
Key Stage 1		
Lower Key Stage 2		
Upper Key Stage 2		

Immediate actions (if applicable)

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Other comments (if applicable)

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This policy was approved by the governing body of Summerlea Community Primary School

in:September 2022.....

Signature of Chair of Governors:


Signature of Headteacher:


Policy Review Form

Please complete this section when reviewing and updating this document.

Author	Name	Date
	Helen Morris	8 th November 2017

Reviews	Name	Review Period: Annually
	Helen Morris	3 rd September 2018
	Helen Morris	August 2019
	Helen Morris	July 2020

Information Source	Name	Date
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Change Control	Sections Amended	Author & Date
	Appendix 5 has been removed	Helen Morris – 03.09.18
	Appendix 3 has been updated	Helen Morris – 03.09.18
	Additions & deletions under 'What will the policy look like in practice?'	Helen Morris – August 2019
	Deletions under Appendix 3	Helen Morris – August 2019
	Additions & deletions under 'What will the policy look like in practice?'	Helen Morris – August 2021
	New template under Appendix 3	Helen Morris – August 2021
	Appendix 5 added	Helen Morris – August 2021



Change Control

Sections Amended

Author & Date

Amendments under 'What will the policy look like in practice?' – Discussion and Standards in subject headings	Helen Morris – August 2022
Deletion under Lesson observation heading	Helen Morris – August 2022
Amendments under Website heading	Helen Morris – August 2022
Amendments under 'The subject leaders' file' heading	Helen Morris – August 2022
Amendments under 'Monitoring and evaluation timetable' – Tasks to be completed	Helen Morris – August 2022
Amendments under 'Curriculum activity'	Helen Morris – August 2022
Amendments under Appendix 3	Helen Morris – August 2022