



Sign:

Date: March 2023

Review: March 2025 or sooner if required

Guidance for Subject Leaders

The role of the subject leader:

- Build constructive working relationships.
- Take a lead and set an outstanding example by developing outstanding practice in your own classroom.
- Keep up to date with local and national initiatives and keep your Headteacher and staff up to date about developments.
- Establish, review and implement the school policy for your subject.
- Have a view on the standards in your subject/ area across the school.
- Have a view on the quality of provision across the school and how it contributes to the 5 Key Outcomes in Every Child Matters (SS, BH, E&A, AEW, & MaPC).
- Produce a yearly action/ maintenance planand have a 3-year development plan.
- Help colleagues plan e.g. provide examples of short term (lesson) plans to assist teachers with their planning.
- Support colleagues, especially NQTs and recently appointed staff.
- Identify where Literacy, Numeracy, ICT and other cross-curricula topics can be effectively integrated into your subject.
- Develop differentiation within the subject (more and less able).
- Develop suitable activities for Gifted and Talented pupils.
- Advise staff on suitable homework activities.
- Advise on resources and displays.
- Catalogue the resources and update according to your budget on a rolling programme.
- Establish a subject portfolio.
- Establish a subject leaders file.
- Help identify INSET needs through performance management targets and the NQT career entry profile.
- Liaise with outside agencies, other schools, parents and the community - particularly cluster/ feeder schools.
- Liaise with LA Consultant and ASTs/ ETs.
- Provide advice on risk assessments to promote safe working conditions for staff and a safe learning environment.

National Standards for Subject Leaders (NCSL)

A: Strategic direction and development of the subject

Develop policies and practices for the subject reflecting the school's commitment to high achievement, effective teaching and learning.
Develop a climate that enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
Develop a shared understanding of the importance and role of the subject in contributing to pupils' moral, spiritual, cultural, mental and physical development.
Use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils.
Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject.
Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Subject Leaders File

This is a suggested list.

The main aim is to have an objective and evidenced view of the **standards** achieved in the subject together with the quality of provision, including **teaching**, and the **views and attitudes of the pupils** to the subject.

Suggested contents/ sections:

1. **Vision and aims of the school.**
2. **Policy document for subject with review date.**
3. **Subject audit**
 - Annual review identifying strengths and areas for development [reviews can be extensive and include classroom observations, book/ work scrutiny, data analysis and questionnaires. However the views of the pupils are important in any audit].
 - Ofsted subject paragraph from the last report (if appropriate) or any other external evidence (LA review).
 - List of priorities for development.
 - Action plan or maintenance plan for the current year. A maintenance plan is useful if the subject is not a priority on the SDP.
 - School targets [quantitative] and curricular targets if applicable.
4. **Monitoring and evaluation**
 - Agreed criteria for monitoring together with proformas.

- Code of practice protocol.
- Timetable of monitoring activities.
- Records and reports based on - lesson observations, scrutiny of planning, scrutiny of pupils work, discussion with staff and/or pupils, assessment data, analysis of performance [SATs, EYFS Profile, other], LA monitoring reports [summary], reports to Governors, and any photographic or audio evidence [displays, etc].
- Evidence of actions taken against your recommendations.
- Evidence of support given by you.
- Evidence of improvement based on success criteria.
- Evidence of feedback to Governors.

5. Resources

- List of resources and location.
- Special instructions and care details.
- Useful references - websites, museums, visits and visitors.

6. Financial information

- Details of budgets, bids and orders.
- Resource audit.
- Planned replacement.
- Shopping list ['wish list?' in priority].

7. Staff development

- Record of training and staff meetings lead by you.
- Evidence of dissemination to others by you.
- Relevant performance management targets.

8. Documentation

- Long term and medium term plans/ QCDA schemes of work [preferably adapted] or where your subject fits into schemes and themes.
- Plan showing whole school entitlement and coverage.
- Job description including TDA standards.
- Assessment materials.
- List of SEND and G&T pupils in subject.

Subject Audit

Subject:

Subject Leader:

Date:

- A subject audit should be carried out usually on an annual basis with a 6 month/ mid-year planned review.
- Evidence for completing this subject audit will have been gathered during the year.
- The audit will help the school decide on priorities for strengthening its work and indentify action points to improve standards and/ or the quality of teaching and learning in the subject.

Standards

Attainment

Strengths:

Areas for development:

Progress:

Strengths:

Areas for development:

What could be done to improve standards?

Pupils attitude and behaviour

Strengths:

Areas for development:

What could be done to improve pupils' attitudes and behaviour?

Curriculum planning

Strengths:

Areas for development:

What could be done to improve curriculum planning?

Quality of teaching and learning

Strengths:

Areas for development:

What could be done to improve the quality of teaching and learning?

Leadership and management

Strengths:

Areas for development:

What could be done to improve leadership of the subject?

Curriculum Map - Subject: _____

	Aut 1	Aut 2	Sp 1	Sp	Sp2	Su 1	Su 2
Nursery							
Reception							
Year 1							
Year 2							
Year 3							
Year 4							

Monitoring planning and pupils' work

Subject:

Date:

Focus:

Year group	Pupils' work	Planning
Nursery		
Reception		
Year 1		
Year 2		
Year 3		
Year 4		

Suggested criteria for evaluating pupils' work

Attainment	Is it line, above or below the level expected?
Achievement	Is there evidence that all pupils are making appropriate progress?
Compliance	Does teaching comply with school policies?
Curriculum coverage	Are pupils receiving their full curriculum entitlement?
Assessment for Learning	Does work build on prior knowledge? Is there evidence that pupils are reviewing their learning?
Differentiation	Is work appropriately differentiated to meet individual needs? How many levels of differentiation? What types? [task, outcome, support, extension]
SEND/ G&T	Does the work reflect IEP targets? Are G&T pupils being challenged and how?
Marking	Does marking provide constructive feedback and show how pupils can improve? Do pupils respond to marking?
Presentation (attitude to learning)	Do teachers set high expectations for the amount of work completed and the standard of presentation?
Teaching and learning styles	Is work interesting and varied? Do pupils experience a variety of teaching approaches? Is there evidence of individual, paired and group work? Do pupils have opportunities to make choices?
Cross-curricular links	Are skills and knowledge used appropriately across the curriculum? Are areas of learning/ subjects connected?

What is the range of evidence provided? [books, folders, photographs, labelled drawings]

An ISP Consultant (who also works as an OfSTED inspector and HMI) gave me this guidance

Pupils' earlier and current work provides an essential source of evidence of attainment and progress. It also offers insight into the curriculum, teaching and learning and pupils' attitudes to work. Inspectors need to look at samples of work.....usually on the first day of an inspection.....to help form a view of the standards achieved, help to see what pupils do well and not so well, how the latter is addressed and to generate evidence trials.

Teaching:

Is the work marked regularly?

Is the marking helpful?

Does it extend the children's learning?

Is work matched to the ability of the child, especially SEND and G&T pupils?

Evidence of marking feeding assessment, planning and next steps?

Pay little attention to worksheets!!

Is there a range of types of work?

Is the work set assisting pupil progress?

Learning:

Do pupils take note of any comments?

Do they do corrections or answer questions?

Is there any evidence of differentiated work?

What evidence is there of independent study, research skills or challenge?

Attainment:

Does the work meet National expectations in the subject being inspected? If possible, estimate levels or verify teachers levels.

Where are the strengths and weaknesses?

Which area of the curriculum?

Do the children show knowledge and understanding of the subject?

(Follow this up with conversations with the same children if possible)

Is there evidence of progress across the Key Stage?

Is there evidence of progress between the Key Stages?

Do more able and less able pupils make the appropriate progress?

Consider short term and long term progress.

Attitudes and behaviour:

Is the work presented well? Clearly set out?

Is uniform guidance given across the class/ year group/ key stage/ school?

Do the pupils take pride in their work?

Do they do enough? [Quantity is age appropriate when compared across key stages?]

Issues and pointers:

Are there trends emerging?

Inconsistency in progress?

Lack of continuity?

Other evidence - Literacy, Numeracy, ICT, D&T, etc?

[Findings will be summarised in one statement and a grade for each area]

Teaching:

The work is regularly marked, with appropriate annotations?

The work shows improvements related to comments made in previous marking?

Pupils are told what progress they are making with their written work?

Are the tasks set appropriate to the age and prior attainment of pupils [e.g. are expectations high enough?]?

Pupils' response:

In the shorter term they decide to redraft their work so that it is more effective plus more technically correct?

They become increasingly aware of how written communication can be made to serve a variety of purposes.

Their work increases in subtlety and discrimination - for example, use of initiative to select material to provide a clear focus?

They persevere with a task until it is completed?

The work is well organised?

Pupils come to see writing as an art, whatever its form or purpose, from which they can gain pleasure.

Pupils' attainment:

The work is legible, presented with concern for layout, purpose and appearance.

It is easy for the reader to follow. Whether it is imaginative prose, mathematical symbols, notes or any other form, there is shape [e.g. a logical sequence] that gives coherence. Arguments are well developed; mathematical or scientific processes are lucid; language is precise; illustrations are clear and accurate.

Pupils can adopt an appropriate style for the purpose [e.g. for advancing or refuting an argument, for presenting information, expressing personal feelings].

They can use a various means of conveying information [graphs, words, maps, statistics, brief notes, diagrams].

There is a reasonable mix of these across the curriculum [e.g. Literacy is not exclusively words, science is not exclusively dictated notes, maths is not just worked examples]. The written work as a whole should show a wide range.

What is written is right for the purpose [it covers all aspects of the task set and it is of sufficient length to deal with them adequately].

Progress:

Pupils make progress [the work they do now is better than the work they did last year/ last term. They have learnt to improve their note taking].

Pupils' written work shows evidence of progress over both short and long term. Dated work improves as the weeks/ months go by [is the most recent work in the pupils' exercise book significantly better than the work at the start of the book?]. have all the pupils' books placed before you - present and previous ones.

Pupils' written work shows an improvement in the quality of the structure, content, punctuation, spelling, grammar and handwriting. [Look for punctuation, spelling, grammar and handwriting in subjects other than Literacy books]

Please see: Action Plan format; Yearly Planning grid; lesson observation notes/ guidance.

Signed:..... Date:.....