

Wallsend Jubilee Primary School

Subject Leadership Policy

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1. Introduction

The role of the subject leader is to 'provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils'.

At Wallsend Jubilee, this means that a subject leader has responsibility for securing high standards of teaching and learning in their subject, as well as playing a role in the development of school policy and practice.

Our aim is to improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school. A subject leader plays a key role in supporting, guiding and motivating teachers and other adults of the subject.

Each subject leader is responsible for monitoring the teaching and learning in an area of the curriculum. By undertaking regular monitoring activities, they will have a good understanding of what is being taught in the subject, the outcomes, and progress of pupils. The subject leader will also identify any areas to be developed and will endeavour to tackle these areas, through staff training, co-coaching and mentoring colleagues.

2. Key responsibilities of the subject leader

As part of their role, subject leaders are responsible for:

- Carrying out self-evaluation activities to identify areas of strength and areas to develop.
- Creating and executing an action plan to improve standards in the subject.
- Reviewing, contributing to and implementing policies relating to the subject (including creating a subject planner and overview document).
- Undertaking regular monitoring and evaluation activities (planning sampling, work sampling, moderation of levels, pupil interviews, lesson observations, etc.).
- Collecting and collating assessment information for the subject.
- Keeping up-to-date with current guidelines and teaching methods for the subject (including attending training or meetings).
- Leading discussions in staff meetings or as part of CPD training.
- Providing guidance to colleagues on content, methodology and resources.
- Auditing existing resources and, when necessary, organising the acquisition of new resources.
- Representing the school in network meetings.
- Keeping an up-to-date subject leadership file.

3. Subject self-evaluation and planning for improvements

At the beginning of each academic year, the subject leader should use the Ofsted criteria to complete a self-evaluation of current practice and attainment in their subject area. This information will identify the current strengths and key priorities for development, which will be included in the subject action plan. The subject action plan is a clear document detailing how to lead improvements in the subject area and should be produced with the key priorities in mind.

An effective subject action plan should:

- Identify priorities for the current year, but have a vision for the future.
- Promote effective teaching and learning.
- Target key improvement areas that will raise attainment.
- Raise the profile of the subject within the school.
- Be a responsive working document which is reviewed and amended.
- Identify training needs.
- Be embedded within the school development plan (SDP) and shared with staff.
- Provide value for money.

4. Policies

A policy sets out the systems for teaching the foundation subjects, including information on methodology, and ensures that there is consistency across the school and that all groups of children are catered to.

For some curriculum areas, a more specific policy contains subject-specific information and important health and safety guidelines or information which allows teachers to deliver the curriculum while maintaining the safety of all pupils.

The subject leader is responsible for developing and/or implementing policies and practices for the subject which reflect the school's commitment to high achievement and effective teaching and learning. The policy should be reviewed, according to the school timetable, to ensure that current practice is reflected.

The subject leader is responsible for making any necessary amendments, which should be shared with staff during a consultation period, before the policy is ratified by the governing body. The subject leader should create an overview document with the expectations for pupils in their curriculum area. This can be used to aid planning and to ensure that work is matched to the appropriate level for the year group.

5. Monitoring and evaluation activities

Within the context of the school and its policies, subject leaders are responsible for establishing and ensuring high standards of teaching and learning in their subject. Without completing monitoring activities, a subject leader is unable to evaluate the impact of their action plan. The outcomes of monitoring and evaluation activities will identify the areas to develop and improve.

All monitoring, however, needs to be conducted with care and sensitivity so that it contributes to learning and improvement. When conducting monitoring and evaluation activities the subject leader should consider:

- What is the agreed and published focus?
- How will information be gathered?
- Who will do it?
- How will results be used?
- How will you feedback to colleagues, as individuals, and to the whole school?
- How will the information gained be fed into the SDP and self-evaluation?

Subject leaders need to be aware of the full range of monitoring activities and select the ones most appropriate.

Example activities:

- Lesson observations
- Work scrutiny
- Planning scrutiny
- Analysis of assessment data
- Talking to staff/pupils
- Questionnaires
- Monitoring of the learning environment or displays – visual evidence, photographs, ICT, etc.

After completing any monitoring activity, the subject leader should write a monitoring report using the school-agreed format. A copy of the report should also be given to the curriculum leader, who will share any relevant reports with the governing body.

6. Lesson observations

This is often an area that subject leaders have difficulty with. It is important to agree a focus with the teacher and the type of feedback that will be given, before the observation takes place. To achieve high quality observation, a subject leader should:

- Record what they see.
- Use description as an indication of the basis of evaluation.
- Make professional judgements which match the evidence.
- Use examples to clarify judgements.
- Identify strengths and points for development.
- Relate attainment clearly to the national curriculum.

7. Work scrutiny

The purpose of a scrutiny of pupils' work is to develop a picture of whole-school issues by exploring the differences between classes or groups. The subject leader should track and monitor the progress and attainment of individual pupils and groups of pupils within and between year groups.

When conducting a work scrutiny, it is important to have a clear focus for the monitoring (e.g. look for evidence of progression across the school); decide on the quantity of the sample (e.g. look at three books per year group) and use national reference materials to moderate standards (e.g. use the national curriculum or overview documents). An example work scrutiny activity is available from the senior Leadership Team

8. Monitoring planning

Each term, the subject leader should collect medium-term planning at the beginning of the topic to conduct a scrutiny for their subject. The planning must be monitored to ensure that the planning shows progression through the school; a balanced coverage of the subject and appropriate teaching for the age or ability of the pupils. The overview documents should be used to ensure that planned activities are age and level appropriate for the year group.

It is also beneficial to collect and monitor short-term planning examples to ensure appropriate teaching methods and resources are being used.

9. Interviews or questionnaires

It is important for the subject leader to collect the views of the pupils and teaching staff, in order to get a balanced view of the progress being made in the subject. This may give vital information about the level of understanding and enjoyment, as well as enrichment activities. This can be done by using written questionnaires, interviews or a discussion group.

Remember to be clear about the focus and to prepare questions to guide the discussion. Sample questions for a pupil interview can be found in the appendices.

10. Assessment information and analysis of assessment data for skills subjects

The subject leader should have a good understanding of how well pupils achieve in their subject area. An analysis of should be completed annually.

To ensure that judgements are accurate, the subject leader should scrutinise examples of assessed work for each year group as part of the subject monitoring activities completed. National reference materials (e.g. the national curriculum) should be used to moderate standards.

Guidance for colleagues

The subject leader should keep up-to-date with practices and methodologies, and should be aware of current developments in their subject area.

In order to improve standards and raise achievement for pupils, the subject leader should identify any individual or whole-school training needs and organise opportunities for the training to be provided. This may be done by offering support or guidance, planning collaboratively with colleagues or team teaching for individual training needs. If whole-school training needs are identified, it may be necessary for the subject leader to conduct staff development activities as part of a staff meeting, or to arrange provision during an INSET day.

11. Resources

The subject leader is responsible for ensuring that the appropriate teaching resources are available in order to facilitate learning in their subject area. The resources should be readily available and in good working order to enable high-quality teaching and learning.

From time-to-time it may become necessary to complete a full resource audit; however, subject leaders must use their professional judgement about how to best spend their time in order to have an impact on the learning and achievement of pupils.

12. Subject leader file

In order to provide evidence of progress, each subject leader should collect useful information in the form of a 'subject leader file'. The file should include the following:

1) Section 1 – School based policy information

- Copy of current subject policy
- Current skills documentation for the subject across the whole school
- Long-term/medium-term planning for your subject

- Enrichment information (visitors, trips, focus weeks, etc.)
- Contact list (advisers, websites, etc.)
- Promotion of subject to parents and the community

2) Section 2 – Subject organisation

- Relevant section from the last Ofsted inspection
- Adviser reports or notes of visits from school improvement associates
- National curriculum information, e.g. updates and changes for your subject
- Relevant section of annual Ofsted subject reports

3) Section 3 – Monitoring and action plans

- Subject self-evaluation
- Copies of action plans since the previous Ofsted inspection
- Action plan reviews which highlight the strengths, achievements and areas for development
- Termly progress reports
- Assessment information/analysis of data for your subject
- Records of your monitoring and evaluation activities, e.g. planning/work sampling

4) Section 4 – Training information

- Records of any staff training or CPD attended by the subject leader or other colleagues
- Relevant evaluations of staff training or CPD
- Any in-house activities you organise or deliver with evaluations if appropriate

5) Section 5 – Budget and resources

- Record/inventory of resources
- Budget planning

Monitoring Report Pupil Voice 2019-2020

Date:	Term:	Year group:	Subject:
What do you think science is?			
What have you found out about during science lessons?			
How often do you do science?			
Have you completed any experiments?			
Do you think you are good at science? How do you know?			
Do you like science? Why or why not?			
What have you enjoyed doing in science lessons?			
What would you like to do more of?			

Subject Leadership Progress Report Autumn 2 2019

Subject:	Leader:	Term:
Activities	Date completed	Comments
Subject leader Action Plan Review 2017-2018		
Action plan complete 2018-2019		
Monitoring: <ul style="list-style-type: none"> • Lesson observations • Work scrutiny • Planning scrutiny • Talking to staff/pupils • Questionnaires • Learning environment 		
Policy review/update and available to parents (on website)		
Resources audit		
Staff meetings, training or INSET:		
Positive progress in the subject:		
Areas to develop/Actions Arising from performance management:		
