Policy

For Subject

Leadership

St. Mary's School
is a safe and happy place,
where we follow Jesus by
living, loving, learning
and working together.

Our school family aims to understand and follow the example set by Jesus.
We will achieve this by:

- Using the Archdiocesan syllabus to underpin all school policies and practices.
- Developing self respect and respect of others.
- Setting good examples of positive behaviour.
- Encouraging and rewarding honesty and integrity.
- Listening to each other.
- Enabling all to contribute.
- Enabling all to recognise their actions and resulting consequences.
- Providing quality opportunities for silent prayer and/or reflection.
- Facilitating opportunities for helping others.

Our school family aims to fully develop the potential of everyone within our school community.
We will achieve this by:

- Providing a broad, balanced and creative curriculum, accessible by all.
- Having rigorous and robust assessment procedures which drive teaching and learning.
- Seeking enrichment opportunities.
- Celebrating success and achievement at every level.

Our school family aims to work together with our families and parish to be an integral part of the wider community.
We will achieve this by:

- Actively seeking out opportunities to promote the school as part of the wider community.
- Actively seeking out opportunities to enrich the local and wider community

- By encouraging links with the parish and families
- Involving local community in school/parish events.
- Making effective use of visitors to enhance the children's learning.
- Developing means of communication e.g. newsletters, reports, parent evenings and websites.

Structure

Subject leaders will follow the programme outlined for focus on their subject area and will ensure that completed documentation is given to the Headteacher by the deadlines identified. They will keep a record of their work in their 'Subject Leader File' and discuss this with the Headteacher as necessary. They will report to the Curriculum Committee as part of the programme of Curriculum Monitoring about standards within their subject area. They will refer to their Subject Leaders' job description to ensure all aspects of their responsibility are met. Their contribution to School Improvement as a subject leader will form an important part of annual Performance Management discussions.

Planning

The programme of Curriculum Monitoring is based on a cycle. The Core Subjects (English, maths, science, ICT and RE) will be reviewed annually; other subjects will be reviewed every two years.

Assessment, Reporting and Recording

Subject Leaders will make use of a range of information to inform evaluation of their subject areas, for example: children's work, National, 'benchmarked' and school SAT data, teachers' plans and records, observation notes, pupil interview or surveys etc. This may be collected by the Subject Leader themselves, or from class teachers, or the Headteacher. Analyses of data will be kept in the 'Subject Leader's File' and discussed with all staff in designated Staff Meetings.

SEN

As part of their monitoring, Subject Leaders will need to ensure colleagues are able to provide for children with Special Needs in their subject area and may need to liase with the SENCO to discuss particular needs of children, or special resources available.

IT

As part of their monitoring, Subject Leaders will need to ensure colleagues are able to provide opportunities for the use of IT within their subject area and may need to liase with the IT Subject leader to discuss resources available.

Resources

To ensure effective delivery of their subject area, Subject Leaders will need to ensure that teachers' planning can be adequately resourced. When schemes of work are reviewed, Subject Leaders will check resources available and order new equipment, if necessary. Each curriculum area is given a budget every financial year, and the Action Plan produced by the Subject Leader outlines how available funding is to be spent.

Monitoring and evaluation

Subject Leaders will keep a record of work in their 'Subject Leader's File' and discuss their evaluation with the Headteacher. A chronology of action summarising work carried out/action taken and will be kept in the front of the file. The Action Plan will be reviewed and evaluated in consultation with the Headteacher. Subject Leaders will report to the Curriculum Committee as part of the programme of Curriculum Monitoring about standards within their subject area – this will help to inform the Governors in preparation for the Annual Report to Parents.

Subject Leadership Monitoring Programme 2014/15

During monitoring, Subject Leaders may carry out a 'walkthrough', i.e. visit a cross-selection of lessons to see the work children are doing or carry out other monitoring activities e.g. work scrutiny. From observing children and talking to them about their work and looking at books or other work, Subject Leaders will need to find out:

- Are lesson objectives clear?
- Do the tasks given to children relate to the objectives?
- What standard are the children working at?
- Are children making good progress throughout the school?
- Are children clear about the level they are achieving?
- Do they know what they do well and what they need to do to improve?

Date	Person released	Cover by	Time	Subject Area	Task	Focus
w/c 15.9.14	CC	NA	Throughout the week	RE	Lesson observations	Is differentiation and use of IT evident in plans and teaching?
24.9.14	AH, CC, JTD	NA	Morning	Guided reading	Scrutiny of reading records and planning	Is accurate and informative record keeping used as a basis for planning?
1.10.14	All staff led by JTD and AH	NA	Staff meeting (departmental)	Maths	Scrutiny of maths books and APP sheets	Is marking policy being complied with. Are staff using AfL?
19.11.14	All staff led by JTD and AH	NA	Staff meeting (departmental)	Writing	Moderation of levels	Is there agreement about levels awarded?
19.11.14	CC, AH, JTD	NA	Morning	Maths	Scrutiny of maths books, planning and APP's	Is work planned on prior learning? Have new topics been implemented?
26.11.14	All staff	NA	Staff meeting (departmental)	Guided reading	Scrutiny of reading records and planning	Is accurate and informative record keeping used

						as a basis for planning?
26.11.14	CC, AH, JTD	NA	Morning	SEN	Scrutinise IEP's	Are staff planning SMART targets for SEN children based on prior achievement?
5.1.14	All staff	NA	INSET day			
w/c 19.1.15	JTD	TA3 cover	Sessions throughout the week	Literacy	Lesson observations and write up	Are staff developing children's spellings well?
4.2.15	CC, AH, JTD	NA	Morning	Literacy	Scrutiny of books	Is marking policy being complied with. Are staff using AfL?
11.2.15	CC, AH, JTD	NA	Morning	Maths	Scrutiny of books	Is marking policy being complied with. Are staff using AfL?
11.3.15	CC, AH, JTD, JD	NA	Morning	Science	Scrutinise children's work	Coverage of new topics.
13.5.15	All staff	NA	Staff meeting (departmental)	English	Scrutinise spelling work	Have children made good progress with their spellings?
	CC, AH, JTD	NA	Morning	SEN	Scrutinise IEP's	Are staff planning SMART targets for SEN children based on prior achievement?
3.6.15	CC, AH, JTD	NA	Morning	RE	Scrutiny of children's work	Is there evidence of good teacher modelling and intervention?
22.1.15	CC, AH, JTD	NA	Afternoon	maths	Scrutinise planning, APP's and resultant work	Is planning matched to personal targets?

w/c 15.6.15	AH	TA3 cover	Session throughout the week	Maths	Lesson observations and write-up	How is MMS going in KS1? How well are new concepts from revised curriculum being taught?
17.6.15	CC, AH, JTD, ST	TA3 cover for ST	Morning	Music	Scrutinise planning and evaluations	How well are new topics from revised curriculum going?
24.6.15	CC, AH, JTD, HF	TA3 cover for HF	Morning	History and geography	Scrutinise planning and evaluations	How well are new topics from revised curriculum going?
18.6.14	AH, CC. JTD	NA	Afternoon	Long term planning	Scrutinise long term plans for all subjects	Are links to multi-cultural awareness evident? Does revised planning met requirements of revised National Curriculum?

Staff Meetings / INSET 2014/15

Date	Topic
SEAL TOPIC	**Going For Goals**
1/9/14	INSET – Computing Curriculum (Claire out at St Bart's) All staff to stay for whole day.
2/9/14	Staff Breakfast (8.30am). Review Staff Code of Conduct and Values. (All staff, including office staff to attend.) Collective Worship. Key Stage Two staff to produce long term plans for Writing, SPAG and spelling. Key Stage One staff to produce long term writing plans and to look at SPAG.
3/9/14	STAFF MEETING - RE
10/9/14	STAFF MEETING - RE
17/9/14	STAFF MEETING PACTT – Writing Focus (work in key stages)
24/9/14	STAFF MEETING – RE observations feedback
1/10/14	STAFF MEETING Departmental – Numeracy Health Check – Monitoring Sheets.
8/10/14	STAFF MEETING – Medical Needs Update. All staff to attend.
15/10/14	STAFF MEETING Departmental – Underperforming Children
24/10/14	**HALF TERM**
3/11/14	INSET
5/11/14	STAFF MEETING – Clarify new units of work for DT curriculum. VC needs to ensure that links to high school, TESCO etc have been explored in order to discuss at meeting.
12/11/14	Reviewing and Writing IEP's. Need to have up to date assessment data for IEP children to drive targets forward. Remember to update chronology sheet. Ensure Claire has a copy of IEP. Remember to ask parents to sign.
19/11/14	STAFF MEETIING – Departmental. Moderation of writing.
26/11/14	STAFF MEETING Departmental – Reading. Moderation of planning, reading records and levels.
	All pupil data to be on SIMS by Friday 28th November 2014
3/12/14	STAFF MEETING – Christmas Planning
17/12/14	STAFF WELLBEING
19/12/14	**CHRISTMAS**
SEAL TOPIC	**Getting on and Falling Out**
5/1/15	INSET
7/1/15	STAFF MEETING – Health and Safety/Safeguarding Update. All staff to attend.
14/1/15	STAFF MEETING Departmental – review of long term and short term planning in light of new curriculum.
21/1/15	
28/1/15	STAFF MEETING – Literacy observations feedback
4/2/15	
13/2/15	**HALF TERM**
25/2/15	STAFF MEETING – analyse pupil questionnaires from Monday.
4/3/15	STAFF MEETING Departmental meeting Underperforming Children.
11/3/15	Reviewing and Writing IEP's. Need to have up to date assessment data for IEP children to drive targets forward. Remember to update chronology sheet. Ensure

	Claire has a copy of IEP. Remember to ask parents to sign.
18/3/15	STAFF MEETING – Easter Planning
25/3/15	STAFF MEETING Departmental – Numeracy check with regards to new curriculum.
1/4/15	STAFF MEETING – Sports Day Planning
2/4/15	**EASTER**
SEAL TOPIC	**Changes**
All pupil data to be on SIMS by Monday 20th April 2015	
22/4/15	
29/4/15	
6/5/15	STAFF MEETING – Review of new curriculum.
13/5/15	STAFF MEETING Departmental – Review Spelling
20/5/15	Reviewing and Writing IEP's. Need to have up to date assessment data for IEP children to drive targets forward. Remember to update chronology sheet. Ensure Claire has a copy of IEP. Remember to ask parents to sign.
22/5/14	**HALF TERM**
1/6/15	INSET
3/6/15	SLT RE work scrutiny.
3/6/15	STAFF MEETING – Evaluation of Action Plans
10/6/15	STAFF MEETING – Target Setting 1 (All levels **MUST** be entered on SIMS by end of working day)
17/6/15	STAFF MEETING – Action Planning 1
24/6/15	STAFF MEETING – Maths observations feedback
1/7/15	STAFF MEETING – Target Setting 2 (Progress scores to be in by end of working day)
8/7/15	STAFF MEETING - Action Planning 2
21/7/15	**BREAK UP FOR SUMMER**

Subject Leader's report to Governors

Curriculum area:	Date of Report:

Review date for policy and scheme of work
Deadlines for completion of tasks
Involvement/visits from Link Governor
Current Government guideline/initiative
Summary of standards in subject area
Outcome of scrutiny of planning/work
Update of recent achievements/events
Update of budget allocation and spending
Issues for discussion

1. **Mission Statement**
2. **Aim**

A statement of the principles and philosophy of the subject area. This is meant to sum up the reasons why the area is important and what is hoped to be achieved for the children/staff/parents/governors.

3. **Objectives**

Short, simple points that demonstrate how the overall aims will be achieved. Begin with 'by'…Each objective contains a single, measurable success criteria.

4. **Structure**

An explanation of how the area is to be organised. For curriculum areas this might outline National curriculum Attainment targets or 'strands'. For management areas this might outline procedures.

5. **Planning**

Outlining how the area will be delivered. For curriculum areas this will include information about cycles of topics to be covered and schemes of work.

6. **Assessment, Reporting, Recording**

Details about *what* will be assessed, reported and recorded; *how* it will be assessed, reported and recorded; *when* will be assessed, reported and recorded and to *whom.*

7. **SEN**

Details about how individual needs will be catered for.

8. **ICT**

Details about how ICT will be used to support or deliver the area.

9. **Resources**

Information about the kinds of resources available and where these might be housed

10. **Monitoring and evaluation**

Details about how and when the area will be monitored and evaluated, including the role of governors.

Subject Leader Job Description

- Work with colleagues to ensure high standards in subject area: planning, monitoring and target setting
- Support aims of the school
- Formulating and reviewing policies and schemes of work
- Supporting staff in selecting appropriate teaching and learning approaches for subject
- Demonstrate enthusiasm for subject area
- Have high expectations for pupils and staff
- With SMT, set realistic, but challenging targets
- With SMT, collect and analyse evidence of attainment in subject area
- Develop and evaluate effectiveness of action plans
- Share findings with SMT and governors
- Take account of inspection findings, guidance and relevant research
- Make SMT aware of training and support needs of staff
- Make effective use of subject specific resources
- Control budget for subject area
- Monitoring and evaluating progress in subject area
- Keep 'Subject Leader's File' updated, including: record of work carried out as subject leader, SAT and other data from children's attainment (if appropriate), current policy and scheme of work, action plan and evaluation, national and local guidelines
- Keeping and updating separate portfolio of levelled children's work

Children's Work Scrutiny Record Sheet

Subject area: Class:
Focus: Year Group:
Date:
Scrutiny carried out by:

	Strengths	Areas for development
Evidence of teaching, including: coverage, expectation, cross curricular links, resources etc.		
Appropriate task challenge Including: differentiation, expectation, opportunity for independent Learning etc.		
Standard/progress Including: presentation, standard for age, progress over time etc.		
Feedback/ marking including: relation to objectives, compliance to policy, appropriateness, completion		

Observation of learning Record Sheet

Subject area: Class:
Teacher and other staff observed: Year Group:
Date: Time:
Observation by: Focus (if appropriate):

	Strengths	Areas for development
Teaching Are the children clear about the lesson's objectives? Can they discuss how successful they have been?		
Learning Can pupils talk about how well their work meets the learning outcome? Are the activities appropriate? Is there evidence of different learning styles being used?		
Attainment Are the majority of pupils performing at the level expected? Is there provision to challenge the more able pupils? Have the pupils made progress within the lesson?		
Attitude And Behaviour Are the children enjoying their learning? Are they actively engaged?		

Planning and Children's Work Scrutiny Record Sheet

Subject area: Class:
Focus: Year Group:
Date:
Scrutiny carried out by:

	Strengths	Areas for development
Clarity of Objectives		
Appropriate task challenge including opportunity for independent learning		
Attainment including presentation. Progress over time?		
Feedback given relating to objectives		

Planning Scrutiny Record Sheet

Subject area: Class:
Focus: Year Group:
Date:
Scrutiny carried out by:

	Strengths	Areas for development
Clarity of objectives		
Objectives related to appropriate level descriptors		
Planned work related to appropriate programme of study or scheme of work		
Evidence of use of assessment information		
Links to ICT identified		