



Subject Leader Policy



Date: Sept 2019

To be reviewed: Sept 2020

A subject leader should:

“Monitor and evaluate the curriculum content and standards achieved in order to ensure the overall effectiveness of the quality of education provided within their subject”

Purpose:

At Penpol we strive to ensure that teaching and learning is exciting, engaging and relevant in all areas of the curriculum. Subject leaders play a key role in championing their subject, monitoring its delivery and developing pupils' love for learning across the school.

Subjects taught at Penpol must develop opportunities for academic success as well as having a positive impact upon pupils' physical well-being and spiritual, social, moral and cultural development.

The role of subject leadership compliments the whole school vision and ongoing evaluation of standards and achievement. This means all responsibilities must focus on raising standards and have direct impact on the learning experienced by each child, regardless of level of confidence or need, in every classroom.



Roles and Responsibilities:

Action planning: An action plan sets a clear vision and maps out the specific tasks required to make progress towards that vision. Subject leaders write an action plan for each area of learning and take ownership of its implementation. An action plan is a working document which is referred to regularly and formally evaluated by the subject leader at the end of the academic year. Action plans should be attainable, relevant and impact on the learning of each child.

Curriculum overview: Leaders must have in-depth knowledge of how their subject is being woven through the curriculum. This currently takes the form of curriculum mapping and the knowledge and skills matrix for each area. They work alongside the curriculum lead to ensure that coverage over a year is broad and deep as well as contributing to planning using their subject knowledge to suggest ideas of engaging activities. They also ensure progression through the year groups as well as in one group over a year. Subject leaders check plans to ensure all objectives are covered over an academic year. All this information is stored on the shared folder on the school server.

Data: Core subject leaders need to understand data related to their subject that has a direct impact on the children's learning or highlights any gaps in the quality of delivery or a lack of subject knowledge. They also need to have an in-depth knowledge of areas of whole-school focus in the School Development Plan. Leaders monitor progress across a year in the way most appropriate to the subject.

Learning walks: Leaders will take part in learning walks alongside SLT. Learning walks place a focus upon learning, levels of challenge, the accessibility and relevance of support resources and the consistent coverage of their subject throughout the school.

Pupil conferencing: The confidence of children to articulate learning and identify next steps is an important part of Penpol's vision for each child. Subject leaders conference children in order to ascertain their views on their learning, ideas to overcome any barriers, their enjoyment of the subject and listen to any ideas or suggestions that they might have for future development.



Book review: Core subject leaders hold book reviews mapped across the year to ensure the high expectations of presentation and feedback are upheld in each subject. They inform development needs across the school, feeding back to the Senior Leadership Team.

Learning environment tuning: The environment in which a child learns is an essential factor in ensuring engagement, acquisition of knowledge and celebration of achievement. Subject leaders ensure that their subject is equally weighted around the school in terms of classrooms and corridor spaces. Beautiful learning should be evident and creatively displayed alongside working walls which clearly show the learning process that is taking place in that space. This element should be a continually developing display that is current, relevant and accessible by the children to aid their learning.

Professional Development: Subject leaders ensure that there is continuing professional development for staff. Subject leaders may deliver INSET, PDMs or find appropriate sources to meet their training needs. This could be courses or going to see another teacher and sharing good practice. They also ensure that their own development as a leader continues, attending hub meetings and other training opportunities and keeping up to date with advances within their subject.

Subject Celebration Book: To share the learning and promote their subject, leaders collect examples which can include photos and quotes in a book which celebrates the learning. These books will be on display for parents and

visitors to see and share in a whole school approach of valuing children's contributions and progress.

Resources:

Subject leaders regularly audit resources to ensure that teachers have the necessary up to date equipment to deliver the planned curriculum. This includes storage and the ordering of resources where required, in conjunction with the headteacher.

Timetable of responsibilities across the year:

Subject	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Action plan	BR PPR	EE	PPR	PC	BR PPR
Maths	Action Plan	BR PPR	EE	PPR	PC	BR PPR
Science	Action Plan	BR	EE	PC	CB	
Computing	Action Plan	EE	PC		CB	
Music	Action Plan	EE		PC	CB	
PSHE	Action Plan	EE	PC		CB	
History	Action Plan	EE		PC	CB	
Geography	Action Plan	EE	PC		CB	
PE	Action Plan		EE	PC	CB	
Art	Action Plan	EE	PC		CB	
DT	Action Plan	EE		PC	CB	
RE	Action Plan	EE	PC		CB	

PPR = post progress review of data EE = Environment Exploration
BR = book review PC = pupil conferencing CB = Celebration Book

Appendix 1: Action Plan



Action Plan

Area:		Leader:				
Vision:						
Aim	Tasks	Personnel	Resources	Timescale	Review	

Appendix 2:



Environment Exploration.

What projects are the children learning about and what learning are you expecting to see? (Plans on the server)	
Is there evidence around school of learning involving your subject?	
How are displays organised? Are they of recent learning and relevant to current projects?	
What are your next steps as subject leader?	

Types of evidence for Subject Celebration Book:

Photos of children working or displays, examples of beautiful work, quotes from pupil conferencing, trips etc