



# Subject Leader Policy



Date: Sept 2024

To be reviewed: Sept 2025

*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. They work together in subject teams to support each other, link learning opportunities and share expertise.

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:**

**Implementation planning:** An implementation plan (appendix 1) sets a clear vision and maps out the specific active ingredients required to make progress towards that vision. Subject leaders write an implementation plan, if their area is a core priority, and take ownership of its implementation. An implementation plan is a working document which is referred to regularly and formally evaluated by the subject leader as the process continues. Plans should be attainable, relevant and impact on the learning of each child. Please see separate *Implementation Policy*.

**Concept Curriculum overview:** Leaders must have in-depth knowledge of how their subject is being woven through the curriculum and the progression through the school. This currently takes the form of concept mapping and the knowledge and skills for each area. Subject groups (appendix 2) work together and, 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. Subject leads create

slides to aid quality delivery in the classroom and a shared language through key concepts and evident progression from R – Y6 (appendix 3).

**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.



**Learning review:** Core subject leaders hold learning 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. Key concepts are displayed on each board to highlight the shared language used cross the school. 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.

**Website celebration of learning:** To share the learning and promote their subject, leaders collect examples which can include photos and quotes in a Penpol Times publication on the website. This will be on display for parents 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	Implementation Plan ET PC LV	LR PPR CR	Implementation Review ET PC LV	LR PPR CR	Implementation Review ET PC LV	LR PPR CR
Maths	Implementation Plan ET PC LV	LR PPR CR	Implementation Review ET PC LV	LR PPR CR	Implementation Review ET PC LV	LR PPR CR
Science	Implementation Plan ET PC LV	LR PPR CR	Implementation Review ET PC LV	LR PPR CR	Implementation Review ET PC LV	LR PPR CR
Computing	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT BR	Implementation Review
Music	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT BR	Implementation Review
PSHE	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT BR	Implementation Review
History	Implementation Plan ET PC LV	LR PPR CR	PT LV	Implementation Review	PT BR	Implementation Review
Geography	Implementation Plan	ET PC CR	PT LV	Implementation Review	Implementation Plan	ET PC CR
PE	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT LV	Implementation Review
Art	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT LR	Implementation Review
DT	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT LR	Implementation Review
RE	Implementation Plan	ET PC CR	PT LV	Implementation Review	PT LR	Implementation Review

PPR = post progress review of data EE = Environment Tuning LV – lesson visits

LR = learning review PC = pupil conferencing PT = Penpol Times CR = concept plan review

Appendix 1: Implementation Plan

## Key Concept Assessment Implementation Plan

# Key Concept Assessment Implementation Plan

EXPLORE

PREPARE

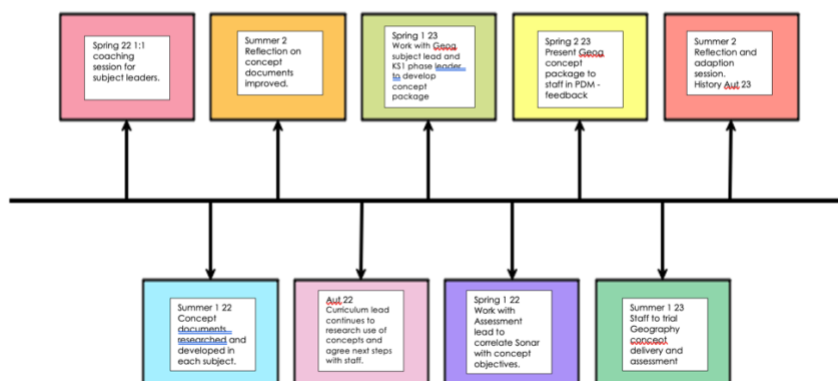
DELIVER

SUSTAIN

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>Foundation subject assessment is currently not having the maximum impact on provision or progress.</p> <p>Key concepts are not consistently being taught across all year groups. This will link to assessment, shared language and progression of skills and knowledge.</p> <p>Children need to understand how each subject is broken down into key concepts and that these are consistent across each year group. i.e. Chronology runs through reception to Year 6</p> <p>Knowledge is not as successfully linked to previous learning as it could be. When taught through concepts children will be able to make clear, concise links and knowledge organisers will clearly reflect the previously taught knowledge to build long lasting learning.</p>	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> <p>Subject leaders to have ownership of creating a concept, progression document for their subject.</p> <p>Evidence based research to ensure concept development will be effective.</p> <p>Data is analysed and supports subject growth and progress of children across the <u>curriculum</u>.</p> <p>New assessment system launched – Sonar. Foundation subjects and key concept areas to correlate with groupings on Sonar.</p> <p>RE and MFL to develop own assessment system – based on whole class marking – as not on Sonar</p> <p>Children know the key concepts in each subject area and use the language to describe their learning.</p> <p>Displays and lesson delivery use key concepts as the underpinning for learning.</p> <p>Knowledge organisers are used effectively to create links to previous learning and encapsulate the learning for each project – create evidence the children know more.</p>	<p>How will it be done?</p> <p>What blend of activities are required?</p> <p>PDM's spreading over a year for each subject to share the <u>document</u>, take feedback and reflection and launch onto the website.</p> <p>1:1 coaching with Nicky Hepworth to develop leadership skills, ask deep dive style questions.</p> <p>Working with a trial of elements in Year 1 to create a blur-print style provision to roll out across each year group.</p> <p>Work with Geography lead to develop power points for each year group for Summer Term and knowledge organisers linked to Geography.</p> <p>Create posters with key concepts on – large laminated- to display during learning episode</p> <p>(How will impact be monitored?)</p> <p>To reflect on the effectiveness of using the key concepts and adapt or develop ready to apply to History <u>in Aut 23</u>.</p> <p>Use of a online quiz or survey monkey to show children know more.</p>	<p>How will you know that it is working?</p> <p><b>Short term</b></p> <p>Subject leaders develop concept progression for each subject.</p> <p>PDMs for each subject.</p> <p>Time given to develop docs before being published on website</p> <p>IT <u>lead</u> to develop branding.</p> <p>Adapt Sonar to match concept grouping of objectives.</p> <p><b>Medium term</b></p> <p>Work with <u>Geog</u> lead to create power points for each year group using key concepts and questions to inspire learning.</p> <p>Develop knowledge organisers and class posters for <u>Geog</u> to share with staff for <u>Summer</u> projects.</p> <p>Deliver during PDM with resources to support.</p> <p>Use Sonar to assess Geography.</p> <p><b>Long term</b></p> <p>Science, History to use same approach to introducing key concepts.</p> <p>Children use the language of concepts and are demonstrating they know more from each project.</p> <p>All subject objectives are taught using concepts consistently.</p>	<p>How will pupils, teachers and the school benefit?</p> <p>All teachers confidently assess all agreed subjects across the curriculum and all pupils reach potential.</p> <p>Assessments are used to plan effective challenge in lessons.</p> <p>Assessments highlight children who need support to reach their potential in all subjects.</p> <p>Sonar is used effectively and reflects our key concept progression.</p> <p>Teachers plan using previous assessments to ensure continuity in curriculum delivery.</p> <p>Key concepts are used consistently across all subjects and year groups to ensure a shared vocabulary of skills and knowledge.</p> <p>Key concepts are shared each lesson with children and link prior learning as building box for current objectives.</p> <p>Key concepts are on all displays.</p> <p>Knowledge organisers show the key learning in all subject from previous taught concepts so children can link new concepts.</p>



## Timeline of Implementation/Geog



## Subject Leader Teams



Maths, Science, Computing  
Colin, Sheridan, Jacob



Art, DT, Music  
Christina, Kerensa, Colin



History, Geography, RE  
Lizzie, Penny, Bec/Christi



PE, PSHE, Mental Health  
Nic, Mike, Bethany, Hannah

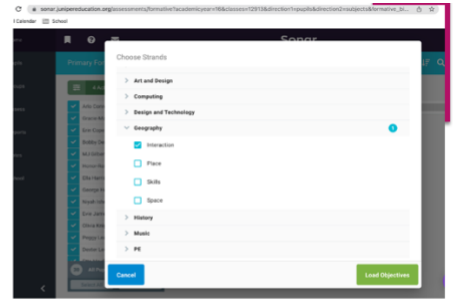
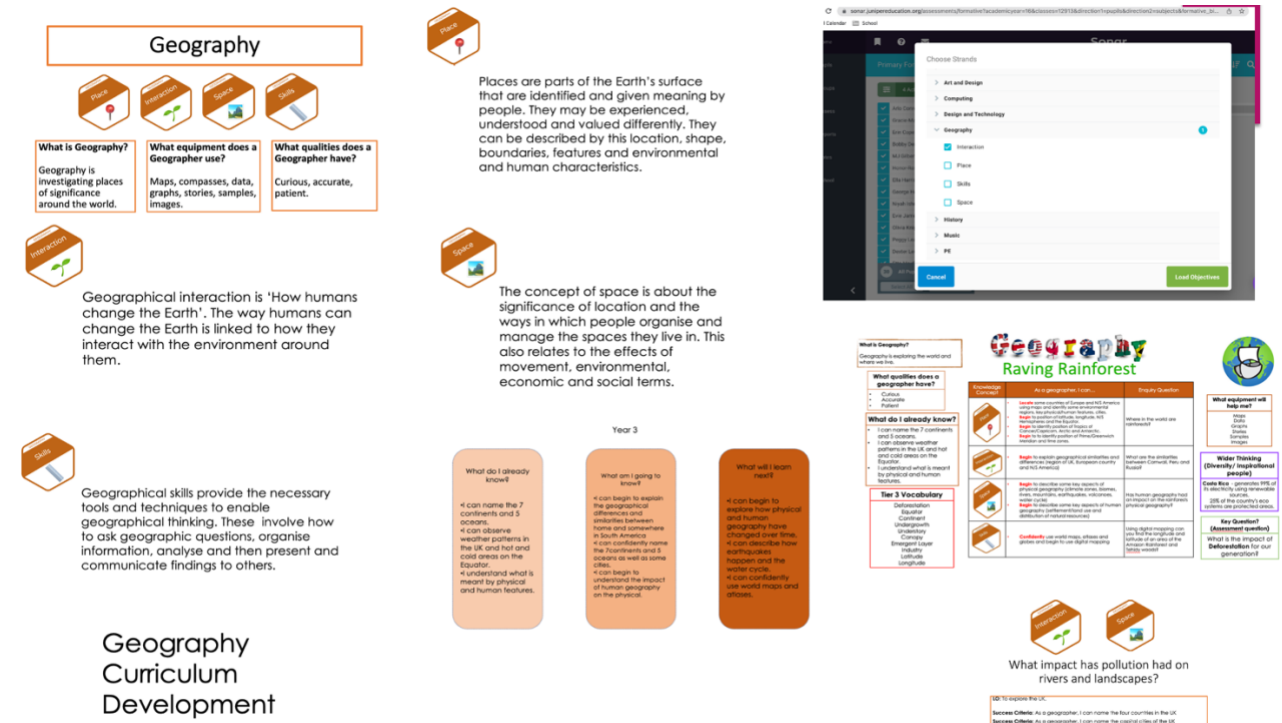


English, Language  
Rebecca, Lizzie, Penny,  
Sheridan,



Language, Citizenship,  
Careers, 360 Curriculum, EAL  
Jack, Tiffers, Jess, Bec

## Appendix 3:



**What's Geography?**  
Geography is exploring the world and how we live.

**What qualities does a geographer have?**

- Curious
- Accurate
- Patient

**What do I already know?**

- I can name the 7 continents and 5 oceans.
- I can observe weather patterns in the UK and hot and cold areas on the Equator.
- I understand what is meant by physical and human features.

**Tier 3 Vocabulary**

- Continents
- Oceans
- Equator
- Equatorial
- Undergrowth
- Vegetation
- Climate
- Emergent Layer
- Industry
- Latitude
- Longitude

## Raving Rainforest

Knowledge	Application/Understanding	Depth/Question
<p><b>Begin</b> to explore the world of rainforests and how they are different from other types of forests.</p> <p><b>Begin</b> to explore the world of rainforests and how they are different from other types of forests.</p> <p><b>Begin</b> to explore the world of rainforests and how they are different from other types of forests.</p>	<p><b>Begin</b> to explore the world of rainforests and how they are different from other types of forests.</p> <p><b>Begin</b> to explore the world of rainforests and how they are different from other types of forests.</p> <p><b>Begin</b> to explore the world of rainforests and how they are different from other types of forests.</p>	<p><b>Begin</b> to explore the world of rainforests and how they are different from other types of forests.</p> <p><b>Begin</b> to explore the world of rainforests and how they are different from other types of forests.</p> <p><b>Begin</b> to explore the world of rainforests and how they are different from other types of forests.</p>

**What equipment will help me?**

- Maps
- Compasses
- Images
- Stories
- Graphs
- Images

**What thinking (Diversity/Inspirational) people?**

**Key Question (Assessment question)**  
What is the impact of Deforestation for our generation?

What impact has pollution had on rivers and landscapes?

**Success Criteria:** As a geographer, I can name the four countries in the UK.

**Success Criteria:** As a geographer, I can name the capital cities of the UK.

