Subject Leader Policy

Vision and Ethos

At Oakhill we **intend** to make all staff leaders. Leadership is essential at all levels to help foster a positive and motivating culture for staff and a high quality experience for learners.

Role

Subject leaders at Oakhill provide leadership and direction for the subject that they lead. They ensure that the subject is well-managed, resourced and organised to meet the needs and aspirations of the children, and the aims and aspirations of the school and the Early Years and National Curriculums. Subject leaders work to improve the quality of learning experiences for the children. They do this through:

- Ensuring curriculum coverage, continuity and progression for **all** pupils;
- Monitoring curriculum content and standards achieved;
- Assessing the overall effectiveness of their subject offer;
- Maintaining well organised and good quality resources;
- Identifying opportunities to enhance the curriculum;
- Keeping up-to-date with educational reform and developments;
- Updating curriculum plans and schemes of work;
- Actively seeking out ways to improve the teaching and learning in their subject;
- Promote effective use and teaching of vocabulary;
- Ensuring that resources are used effectively in the classroom;
- Providing CPD opportunities for all staff;
- Work with 3rd parties to develop and enhance the curriculum where this will be beneficial.

Subject leader file

All subject leaders keep an up-to-date subject leader file containing, but not limited to,

- Subject statement;
- Resource audit (updated annually or following any change in content);
- List of annual consumable resources;
- Resource orders;
- Examples of planning;
- A curriculum overview
- An example of a scheme of work;
- A table to show enhancements to teaching and learning;
- An up-to-date annotated action plan;
- Evidence of monitoring;
- Evidence of own CPD;
- Evidence of staff CPD;

- Termly subject report to SLT;
- Any relevant research and/or reading.

Resources

During the spring term of each academic year, subject leaders carry out a resource audit. Through this audit, subject leaders update their resource list and ensure that all resources are in good condition and well-organised. Subject leaders must also audit resources stored in classrooms. Following the subject audit, subject leaders consult with staff to ensure that required resources are available for teaching and learning and complete a budget request form, to be sent to the headteacher. Following their budget allocation, and if required, new resources are ordered. Any resource orders that are over £1000 will be checked by the assistant Headteacher. Before placing any orders, subject leaders must check their resource list and source resources to find the most cost effective, before then discussing the order with the assistant headteacher. Orders which need to be placed throughout the academic year are discussed with the assistant headteacher before being placed.

Monitoring and Reporting

Subject leaders are responsible for the monitoring and evaluation of their subject. They have a strong knowledge and understanding of the content and year group expectations of their subject from EYFS to Y6 and are able to discuss this and use it effectively during the monitoring process. Bi-annually, subject leaders conduct a peer review into their subject to provide them with the information necessary to evaluate the curriculum provision in their subject, and to identify strengths and areas of development. Following peer reviews, subject action plans are updated and amended if necessary to address any areas of development. Peer reviews are made up of lesson visits, pupil and staff discussions, book looks and a subject leader interview. Following the collection of evidence, monitoring is drawn together to provide an overall report, providing an evaluation of the subject. Peer reviews form the basis for subject improvement, which is reflected in the subject action plan. Peer review reports and an update on the subject action plan are shared with all staff at a following PDM.

Subject Leaders annually undertake a pupil voice survey where they interview a wide cross section of pupils to gather their views of their subject whilst also assessing, where applicable, their subject knowledge against the different topics and vocabulary they have encountered. This helps subject leaders to assess how effective the teaching is as well as allow pupils to have an input into the curriculum.

Action Plans

During the summer term subject leaders write their subject action plan for the following year. Before writing their subject action plan, each subject leader meets with the AHT to review their current action plan and the progress made. A discussion of their priorities for the following academic year then takes place. Each term, following the subject peer review, subject leaders meet with the AHT and, if necessary following this, amend their action plans to ensure that priorities and actions are sequenced and prioritised accordingly to ensure continuing subject development. Action plans are also updated following any actions taken by the subject leader.

Subject lead meetings

Where appropriate subject leads may have a meeting with the curriculum lead following their peer review. During this meeting, strengths and areas for development from the peer review are discussed and a discussion about the action plan takes place. Further meetings with the curriculum lead may be required at other points during the academic year to discuss any subject development ideas that the subject lead would like to work on which do not relate to the action plan. This is to ensure that all developmental work is completed in relation to the school and subject priorities and subject lead time is used effectively.

CPD

All subject leaders are responsible for actively seeking continuing professional development for themselves and other staff in order to develop and enhance the subject that they lead. They keep a log of their own professional development and the professional development that they provide for others. Own professional development may include: the reading of books/articles, good practice visits, collaborative work with other schools, professional discussions etc. Professional development for other staff may include: signposting to reading/good practice visits, 'drop-in' subject clinics, team planning/teaching, PDM/INSET training etc.

Non-contact time

All subject leaders are allocated time during the year in order to complete subject peer reviews. In addition to this time, and the time available when children are not in school, subject leaders can request non-contact time in order to develop their subject. This request must be in writing and given to the assistant headteacher, detailing the amount of time required, the ideal date and time slot, and the reason the time is needed.

Displays

Each subject leader has an allocated display board for their subject. This display board is maintained to a high standard throughout the year.

REVIEW & AMEND AS NECESSARY ANNUALLY – SEP 2025 (MOST RECENT REVISION SEP 2024)

<u>Appendix</u>

1. Peer review report template
2. Drop-in checklist template
3. Subject leader logs of CPD and actions
4. Annual subject report template
5. Termly subject leader tasks

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Peer Review

#SUBJECT# – #DATE REVIEW CONDUCTED#

Leader Discussion

As a leader, are you involved in planning the curriculum/subject area?

What are the characteristics of **#subject#** teaching in school? What does it look like? What will I see?

What have you identified as characteristics of **#subject#** teaching that are in need of further development?

How are the foundations for the curriculum laid in Early Years?

To what extent does the curriculum meet the needs of all learners – particularly disadvantaged and SEND?

How does timetabling support the implementation of the curriculum?

How do you know that learning in **#subject#** is sequenced to ensure pupils build on their knowledge and skills?

Give me some examples of how learning builds on prior knowledge and/or skills.

How do you plan for progression across year groups and key stages, including EYFS?

How does the structure of your curriculum ensure that pupils know and remember more?

What do you want your pupils to know/understand and achieve by the time they leave? What are your ambitious end-points/curricular goals in **#subject#**?

In what ways is assessment used formatively and summatively?

How do you keep up-to-date with **#subject#** and the curriculum?

How are staff, both teaching and non-teaching, supported to develop their skills and knowledge so that they can effectively deliver the planned curriculum?

How do you know that what is planned is taught? How do you assure the quality of the curriculum?

What will we see in visits to lessons?

How does **#subject#** fit in with the wider curriculum? How do we enhance art across the curriculum? How do other subjects fit in?

Lesson Visits

Year #

Year #

Year #

Work Scrutiny (inc. PP/SEND/EAL) (consider sequencing of lesson and progression of skills, knowledge and understanding)

Year #

Year #

Year #

Discussion with Pupils (inc. PP/SEND/EAL)

Year #

Tell me about what you were learning today?

What skills did you learn?

How does it build on what you already know?

Do you repeat things that you learn? Why?

What do you find hardest in #subject#?

What do you do if you don't understand something?

Show me a piece of work where you have learnt something new.

Meeting with Teachers

Where does the lesson today fit in with the sequence of lessons? What learning are you building on and when was it last taught?

What support do you have to develop your expertise in teaching #subject# (support with knowledge/ teaching methods/resources)?

How do you ensure that the needs of all the pupils, in particular disadvantaged and SEND, are met in #subject#? Do they have the same access to the curriculum?

How do you know that pupils have mastered the skills/knowledge taught?

How do you ensure that pupils know and remember more?

Summary

Areas of Strength

Subject Development Points

Progress Toward Previous Development Points

CPD Requirements Identified

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Drop-In Checklist

Questions	Comments	Examples
Do children know what subject they are learning?		
Can children explain what they learn in this subject?		
Do the children know what they are learning in this lesson?		
Can children explain how their learning today links to their previous learning, inc. that in previous years if applicable?		
Are the children able to use subject/topic specific vocabulary?		
Are children engaged in the lesson/activity?		
Are there prompts to support children to learn independently?		
Are the children working enthusiastically?		
Are children taking care over, and pride in, the work that they are completing?		
Are lesson resources being used effectively to support and enhance learning?		

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Subject Leader CPD Log for Self

Date	CPD Type (reading, webinar etc)	Link to Action Plan	Impact/Action to follow

Subject Leader CPD Log for Staff

Date	Staff	CPD Type (reading, webinar etc)	Link to Action Plan	Impact

Subject Leader Actions Taken Log

Date	Action	Impact/Next Step

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Annual Review of #SUBJECT#

Key actions taken this academic year

-

Impact of actions upon teaching and learning

-

Priorities for next year

-

Resources

-

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Termly Subject Leader Tasks

Autumn Term	Completed
Complete peer review (when timetabled)	
Meet with AHT to discuss subject	
Amend/update action plan and ensure subject folder is up-to-date	
Ensure resources are well-organised, accessible and in good condition	
Update school website with images and/or subject information	

Spring Term	Completed
Complete peer review (when timetabled)	
Meet with AHT to discuss subject	
Amend/update action plan and ensure subject folder is up-to-date	
Ensure resources are well-organised, accessible and in good condition	
Audit resources	
Complete subject resource bid and email to headteacher	
Update school website with images and/or subject information	

Summer Term	Completed
Complete peer review (when timetabled)	
Meet with AHT to discuss subject	
Amend/update current action plan and ensure subject folder is up-to-date	
Meet with AHT to discuss subject priorities for the next academic year	
Write action plan for next academic year and email to AHT	
Ensure resources are well-organised, accessible and in good condition	
Complete resource order and discuss/confirm with AHT	
Update school website with images and/or subject information	
Write annual subject report and share with SLT	