

Mereside C of E Primary Academy

Subject Leader Handbook

Love to Learn, Learn to Love

May 2022

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Principles of subject leadership

Introduction to subject leadership

This handbook has been prepared to support your role of subject leaders at all stages of your development. It is hoped that it will provide a useful starting point for staff that are taking on a new subject leader role and will provide a useful self-evaluation tool for you, if you are an experienced subject leaders. The materials have been collected together from a range of sources. The text of the booklet is supplemented by comprehensive appendices which provide a range of materials including proformas.

The role of the subject leader

At Mereside, the role of a 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'. This means that you have responsibility for securing high standards of teaching and learning in your subject, as well as playing a role in the development of academy 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 at Mereside. You will play a key role in supporting, guiding and motivating teachers and other staff members in their subject.

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

A subject leader identifies needs in their own subject and recognises that these must be considered in relation to the overall needs of the school. Subject leaders must have an understanding of how your subject contributes to academy priorities and to the overall education and achievement of all pupils.

This handbook will talk you through the essential parts of your role and acts as a 'go to guide' for you during your time at Mereside.

Key outcomes of subject leadership

Effective subject leadership results in:

a. pupils who:

- show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment.
- understand the key ideas in the subject at a level appropriate to their age and stage of development.
- show improvement in their English, mathematical and scientific skills.
- know the purpose and sequence of activities.
- are enthusiastic about the subject and highly motivated to continue with their learning.
- through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment.

b. teachers who:

- work well together as a team.
- support the aims of the subject and understand how they relate to our academy's aims.
- are involved in the formation of policies and plans and apply them consistently in the classroom.
- are dedicated to improving standards of teaching and learning.
- have an enthusiasm for the subject which reinforces the motivation of pupils.
- make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching.
- take account of relevant research and inspection findings.
- make effective use of subject-specific resources.
- select appropriate teaching and learning approaches to meet subject-specific learning objectives and the needs of pupils.

c. parents who:

- are well informed about their child's achievements in the subject and about targets for further improvement.
- know the expectations made of their child in learning the subject.
- know how they can support or assist their child's learning in the subject.

d. Executive Principal and other academy senior leaders who:

- understand the needs of the subject.
- use information about achievements and development priorities in the subject in order to make well informed decisions and to achieve greater improvements in the whole academy's development and its aims.

Outstanding subject leadership

Where leaders are fully effective, they:

- Play a leading role in preparing and reviewing policy for the teaching of their subject.
- Plan and organise the curriculum for their subject throughout our academy, establishing how good standards, continuity and progression can be achieved and sustained.
- Monitor and evaluate the implementation of policy and planning.
- Regularly and systematically provide guidance to colleagues on content, methodology and resources.
- Oversee the assessment and recording of pupils' progress.

Successful leadership involves

- Observing learning, using pupil voice and work trawls effectively to inform actions
- Working alongside colleagues.
- Assisting with planning, teaching, and assessment and reporting of the subject.
- Chairing discussion of the subject at professional development meetings.
- Organising and leading INSET days.
- Running assessment trials.
- Attending relevant training.
- Providing detailed analysis of progression in:
 - Knowledge, understanding and skills of their subject
 - Progression of specific knowledge and vocabulary
 - Assessment statements
- Prompting others about relevant training.
- Auditing existing resources and advising on the acquisition of new materials.
- Representing our academy within the CoP and QLC groups.

Subject leader files

The purpose of this is to have all the relevant information about your subject in one place. Files are organised in the following way:

1. Overview and policy
 - a. Policy document
2. Self-evaluation
 - a. Self-evaluation summary
 - b. Advisor reports or notes of visits from school improvement associates
 - c. Plan for improvement (annotated working document)
 - d. Evaluation of actions
3. Intent- this is shown in long and medium term planning and the one page overviews as well as the statement that starts your policy and is on the website.
4. Monitoring and evaluation (implementation)
 - a. Evidence from monitoring and evaluation
5. Planning and assessment
 - a. Long and medium term plans and one page overviews
 - b. most recent assessments
6. Standards and achievement (impact)
 - a. Analysis and evaluation of outcomes
 - b. Targets (if relevant)
 - c. Assessment formats and guidance
 - d. Evaluation of most recent assessments
7. Actions and impact
 - a. Evaluation of issues relating to pupil groups, including SENd, Pupil Premium etc
 - b. Case studies
8. Training and CPD
 - a. CPD record and evaluation
 - b. In-house training
9. Reports to LAC

Curriculum intent

These documents outline every aspect of the intent of a subject throughout school from EYFS to Year 6, covering all the areas outlined within the education inspection framework as well as the content of half termly articles for parents which are shared via parent mail and the website.

Document	Rationale
Curriculum map/ overview for whole school	Mapped out from EYFS to Year 6 showing coverage at a macro level
EYFS Curriculum link documents :	Tracking knowledge, skills and vocabulary from EYFS and show how we cover those in each area of the EYFS curriculum
Policy	Details vision, how the subject contributes to the overall curriculum, aims, principles of teaching the subject and responsibilities
Detailed Long term plan	A detailed breakdown of each statement within each subject's national curriculum expectations and when, and how often, each of these are covered
Progression Documents	Individual strands of knowledge, skills and understanding are tracked throughout school from Reception to year 6
One page overview	Explicit details of the key knowledge and skills we expect children to retain from each unit of learning in a one page overview + brief information about key prior learning, key vocabulary and sequence of learning in key question form
Medium term plans for each unit (including assessment)	Provides "Big Question" and steps toward this in form of key enquiry questions, suggested activities that will result in the enquiry questions being answered, resources to support learning and assessment activities that allow children to demonstrate that they have acquired the key learning.
Links to developing English and Maths (in medium term plans)	Cross curricular links of each subject that show the application of English and maths skills. In particular the content learnt in Foundation subjects is used to provide content for writing in a range of genres in English. This in turn helps embed the key learning through synthesis of information and skills.
Cultural Capital (highlight in policy)	What does each subject do to enhance how children are to learn the skills and knowledge necessary to enhance their life opportunities?

Document	Rationale
Outdoor Education (highlight in medium term plans)	Can outdoor learning or ideas for learning outside the classroom enhance the intended learning in a unit ?
Additional academy activities to enhance the curriculum (In policy and medium term plans)	Suggested visits and visitors for each unit, clubs linked to learning
Vocabulary development (in overviews and medium term plans)	For each unit, within each strand how do we progress pupils' vocab acquisition, knowledge and use?
How subjects supports the promoting of British values and Christian values (in policy and medium term plan)	What does each subject do to support any of all of the identified British Values – Democracy, the rule of law, Individual liberty and Mutual Respect & Tolerance of different faiths and beliefs and our Christian values
Half termly curriculum booklet	For each half term for every year group for Reception to Year 6, an A5 page outlines what the children are learning, the key vocabulary, how parents can help, potential places of interest and useful websites.
Website subject pages	The page should have a brief statement of intent/vision, long term, medium term and one page overviews (all in PDF form) and suggested website links. It should also have photos of children work, visits and visitors and comments from children updated half termly.

Subject Leader self-evaluation

Appendix 1 gives two formats that allows you to self-assess your role, actions and impact.

This should be completed annually using all your available monitoring and evaluation information in order to assess progress, training needs and overall capacity of the school.

You should also complete and share with all staff the subject leader monitoring form as well as providing oral feedback.

Guidance for colleagues

You should keep up-to-date with practices and methodologies, and be aware of current developments in your subject area. Use access to subject association's materials and professional development opportunities, attendance at networks, QLCs and meeting with CoP colleagues to support this.

In order to improve standards and raise achievement for pupils, you 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 you to conduct staff development activities as part of a staff meeting, or to arrange provision during an INSET day.

Improvement plans

Appendix 7 gives the format for subject leader improvement plans.

Monitoring and evaluation activities will identify the areas for your subject that you wish to develop and improve. Subject targets are more effective when they:

- Focus on the quality of teaching and learning
- Focus on attainment
- Focus on issues that have been identified through professional judgement, evidence from monitoring and evaluation and data analysis

Improvement Plans should:

- Be responsive working documents
- Be annual with vision for future years
- Provide direction
- Promote effective teaching and learning
- Be targeted to raise attainment
- Raise the profile of your subject within the school
- Identify training needs
- Be embedded within the school development plan
- Provide value for money

Schemes of work

Long and medium term plans should be kept in subject leader files. They should be reviewed annually in light of outcomes from moderation with CoP colleagues to ensure that your subject engages, is appropriate to the needs of the children and helps drives standards across the academy.

Policies

Subject leaders need to ensure that policies for their area are up to date, include risk assessments as appropriate and ensure that they reflect the practice of the academy including that expressed in other subject policies (e.g. English, maths).

An overall policy sets out systems for teaching and learning, including information on methodology. This policy ensures that there is consistency across the academy and that all groups of pupils are catered to. You are responsible for developing and/or implementing policies and practices for the subject which reflect the academy's commitment to high achievement and effective teaching and learning.

Report to LAC

As agreed by the Executive Principal, subject leaders will need to report their findings and impact to LAC. This report can focus on the following:

Assessment

- How effective are your assessment arrangements? How accurate are assessments?
- How do you moderate assessments?
- How is assessment used? What impact does this have?
- How do you track progress? Is this consistent?
- What does your tracking tell you?

Monitoring and Evaluation

- How do you monitor and evaluate?
- What has your evaluation led to? What has been the impact?
- How do you make sure you are getting a true picture of what is happening?
- How effective is teaching and learning in the subject?
- Which are the strongest/weakest elements?
- What most needs improving? What are you doing to address this?

Curriculum

- Which aspects of the subject are the strongest?
- Which aspects most need improving? What are you doing to address this?
- How do you ensure that basic skills are applied across the curriculum?
- How does your subject impact on learning in other subjects?
- How is enrichment used to impact on learning?

Leadership

- How effective is your leadership? How can you evidence this?
- What has been the impact of your leadership?
- How do you communicate new issues & expectations to colleagues?
- What has improved most in the past year? Two years?

The Ofsted inspection

Ofsted expectations

Ofsted will not:

- Grade individual lessons
- Provide evidence from any lesson visit that could be used in capability/disciplinary proceedings or for the purposes of performance management
- Create unnecessary workload for teachers through its recommendations, advocate a particular method of planning (including lesson planning), teaching or assessment; it is up to schools to determine their practices and it is up to leadership teams to justify these on their own merits rather than by referring to this handbook.

Paragraph of the school inspection framework 71

Ofsted does not require schools to provide:

- Evidence in any specific format, as long as it is easily accessible for inspectors curriculum planning in any specific format
- Evidence for inspection beyond that set out in this handbook
- Photographic evidence of pupils' work (although inspectors may request to take photographs themselves of pupils' work, which will be anonymised)
- Any written record of teachers' oral feedback to pupils
- Individual lesson plans
- Previous lesson plans
- Predictions of attainment and progress scores
- Assessment or self-evaluation, other than that which is already part of the school's usual processes
- Performance and pupil-tracking information
- Any specific document or plan in relation to the pupil premium other than its pupil premium strategy, and will not require any further school-generated data on the pupil premium, including information related to spending on individual students or to within-class or within-school gaps
- Monitoring of teaching and learning and its link to teachers' professional development and the teachers' standards, other than that which is already part of the school's normal activity
- Specific details of the pay grade of individual teachers who are observed during inspection
- Evidence about each teacher from each of the bulleted sub-headings in the teachers' standards
- Anonymised lists of teachers meeting or not meeting performance thresholds for pay progression
- Processes for the performance management arrangements for school leaders and staff.

Paragraph of the education inspection framework 73

Ofsted does not specify:

- how planning (including curriculum and lesson planning) should be set out, the length of time it should take or the amount of detail it should contain
- the frequency, type or volume of marking and feedback

The approach to an Inspection

In this section there is a summary of the key aspects of the education inspection framework that affects you directly as a subject leader.

Paragraph of the education inspection framework 118. This EIF seeks to put a single, joined-up educational conversation at the heart of inspection. It is built around the connectedness of curriculum, teaching, assessment and standards within the ‘quality of education’ judgement. As a result, the inspection methodology for this judgement is structured to ensure that inspectors are able to gather evidence of how a school’s activities to deliver a high-quality education for its pupils connect and work together to achieve the highest possible standards.

Paragraph of the education inspection framework 119. As set out in the ‘preparation’ section (paragraphs 79 to 80), inspections under the EIF always begin with in-depth discussions with school leaders and curriculum leaders about the school’s curriculum. Inspectors ask about what leaders intend pupils to learn. What are the end points they wish them to reach, what are the key concepts that they need to understand, and in what order will they learn them? They will also ask about pupils’ behaviour and attitudes and personal development.

Paragraph of the education inspection framework 120. During inspection, inspectors will probe leaders’ understanding further but, most importantly, they will focus on gathering first-hand evidence. Inspectors will visit lessons, talk to individual teachers and pupils, and look at pupils’ work (in its widest sense) together with curriculum leaders to see whether it matches leaders’ intentions. Inspectors will then draw all this evidence together from different pupils, classes and year groups.

Paragraph of the education inspection framework 121. The crucial element here is the connection between different pieces of evidence. Inspectors will not emphasise one specific type of evidence above all others. Instead, inspectors will focus on gathering evidence that is balanced and connected. Our research on work scrutiny and lesson visits has shown that having a variety of types of connected evidence strengthens the conclusions that inspectors are able to reach.

Paragraph of the education inspection framework 122. This evidence will always lead inspectors back to the overall quality of education on offer. The focus will not be on one particular lesson, book or pupil. Rather, the focus will be on the interconnection of all of these pieces of evidence and what they tell inspectors and leaders about whether pupils are learning the curriculum and making progress in the sense of knowing more, remembering more and being able to do more. The evidence the first inspections under the EIF is that this approach enables inspectors and leaders to build up a clear picture of whether the school is meeting the criteria set out in the ‘quality of education’ judgement.

Joint visits to lessons

Paragraph of the education inspection framework 123. One element of the inspection will be visits to lessons. The lead inspector will invite the headteacher, curriculum leaders and other leaders to take part in joint visits to lessons.

Paragraph of the education inspection framework 124. Inspectors will not take a random sample of lessons to visit. Instead, they will connect lesson visits to other evidence, such as discussions with curriculum leaders, teachers and pupils, and work scrutiny. Inspectors will visit several lessons in which the same subject is being taught, wherever possible, including lessons to different year groups. Lesson visits are not about evaluating individual teachers or their teaching; there will be no grading of the teaching observed by inspectors. Instead, inspectors will view lessons across a department, subject, key stage or year group and then aggregate insights as to how what is going on in lessons contributes to the school’s curriculum intentions. This will then provide part of the evidence for an overall view of quality of education or behaviour and attitudes.

Paragraph of the education inspection framework 125. Lesson visits are primarily useful for gathering evidence about how lessons contribute to the quality of education. Inspectors can use these visits to gather evidence about how well the curriculum is implemented. They do this by looking at what is going on in lessons for one or more subjects or themes, triangulating this with evidence collected through discussions with the staff and pupils involved, and scrutinising the pupils’ work, wherever possible derived from the lessons visited and the relevant sequence of lessons.

Paragraph of the education inspection framework 126. Lesson visits are also useful for gathering evidence that contributes to the ‘behaviour and attitudes’ judgement by providing direct evidence about how behaviour is managed within individual classrooms and how pupils respond. This evidence will complement the other evidence that inspectors gather about behaviour during inspection.

Work scrutiny

Paragraph of the education inspection framework 127. Another element of the inspection approach will be scrutinising pupils' work. The lead inspector will invite curriculum leaders and teachers to take part in joint scrutiny of pupils' work.

Paragraph of the education inspection framework 128. Inspectors will not take a random sample of exercise books/folders/sketchbooks/electronic files and so on. Instead, they will scrutinise pupils' books and other work across a subject, key stage or year group and aggregate insights to provide part of the evidence for an overall view of the quality of education. Inspectors will not evaluate individual workbooks or teachers. Inspectors will not use work scrutiny to evaluate teachers' marking. Inspectors will connect work scrutiny to lesson visits and, where at all possible, conversations with pupils and staff.

Paragraph of the education inspection framework 129. Inspectors can use work scrutiny to contribute to an evaluation of whether the work that pupils do over time reflects the intended curriculum. Work scrutiny will help inspectors to form a view of whether pupils know more and can do more, and whether the knowledge and skills they have learned are well sequenced and have developed incrementally. Inspectors will synthesise what they find in order to contribute to their overall assessment of the quality of education across a faculty, department, subject, key stage or year group.

The quality of education

Paragraph of the school inspection framework 195. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (intent). They will also consider the way that the curriculum developed or adopted by us is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (implementation). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (impact).

Intent

Paragraph of the school inspection framework 196. In evaluating our educational intent, inspectors will primarily consider the curriculum leadership provided by us as a school and subject and curriculum leaders.

Paragraph of the school inspection framework 197. The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education and pupils achieve highly. These factors are:

Our curriculum is rooted in the solid consensus of school leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.

It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points

Our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

The curriculum reflects our local context by addressing typical gaps in pupils' knowledge and skills.

Curriculum flexibility

Paragraph of the school inspection framework 198. The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the evaluation of pupils' knowledge and skills against those expectations.

Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic.

The curriculum remains as broad as possible for as long as possible. Pupils are able to study a strong academic core of subjects.

There is high academic ambition for all pupils, **and does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.**

Paragraph of the school inspection framework 199. All pupils are expected to study the basic curriculum, which includes national curriculum, religious education and age-appropriate relationship and sex education.

Curriculum narrowing

Paragraph of the school inspection framework 201. Ofsted research has shown that some schools narrow the curriculum available to pupils, particularly in key stages 2. Their research also shows that this has a disproportionately negative effect on the most disadvantaged pupils. In key stage 1, inspectors need to check that pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at key stage 2. Inspectors will be particularly alert to signs of narrowing in the key stage 2 curriculum.

Cultural capital

Paragraph of the school inspection framework 203. As part of making the judgement about the quality of education, inspectors will consider the extent to which we are equipping pupils with the knowledge and cultural capital they need to succeed in life. Knowledge and cultural capital is defined as:

‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

Sources of evidence specific to curriculum intent

Paragraph of the school inspection framework 204. Inspectors will draw evidence about leaders’ curriculum intent principally from discussion with school and subject leaders. Inspectors will explore:

- whether leaders are following the national curriculum and basic curriculum.
- how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills
- how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points
- how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
- how the curriculum has been designed and taught so that pupils read at an age-appropriate level.

Paragraph of the school inspection framework 205. Inspectors will bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only be partway through the process of adopting or redeveloping a curriculum. If leaders have an accurate evaluative understanding of current curriculum practice in their school and have identified appropriate next steps to improve curriculum quality and develop curriculum expertise across the school, inspectors will evaluate ‘intent’ favourably when reaching the holistic quality of education judgement.

Paragraph of the school inspection framework 206. Inspectors will also consider any documents that leaders normally use in their curriculum planning, but will not request materials to be produced or provided in any specific format for inspection.

Implementation

Paragraph of the school inspection framework 207. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.

Paragraph of the school inspection framework 208. Research and inspection evidence suggest that the most important factors in how and how effectively, the curriculum is taught and assessed are that:

- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.
- Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers check pupils' understanding effectively and identify and correct misunderstandings.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

Developing understanding, not memorising disconnected facts

Paragraph of the school inspection framework: 209. Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge and skills. This must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.

The school's use of assessment

Paragraph of the school inspection framework 210. When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment can be carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

Paragraph of the school inspection framework 211. Inspectors will therefore evaluate how we use assessment to support the teaching of the curriculum, but not substantially increase teachers' workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.

Paragraph of the school inspection framework 212. The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether our collections of attainment or progress data are proportionate, represent an efficient use of our school resources, and are sustainable for staff. The Teacher Workload Advisory Group's report, 'Making data work', recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.

Paragraph of the school inspection framework 213. As we use more than two or three data collection points a year we have a clear reasoning for what interpretations and actions are informed by the frequency of collection; the time taken to set assessments, collate, analyse and interpret the data; and the time taken to then act on the findings. Inspectors will seek to understand how staff are supported and the steps that are being taken to remove the risk of additional workload. If our system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.

Sources of evidence specific to curriculum implementation

Paragraph of the school inspection framework 214. The following activities will provide inspectors with evidence about our implementation of our intended curriculum:

- discussions with curriculum and subject leaders and teachers about the programme of study that classes are following for particular subjects or topics
- the intended end points towards which those pupils are working, and their view of how those pupils are progressing through the curriculum discussions with subject leaders about the content and pedagogical content knowledge of teachers, and what is done to support them.
- Discussions with classroom teachers about how often they are expected to record, upload and review data
- observations of and interviews with pupils or classes who are following this curriculum in lessons, including scrutinising the pupils' work
- reviews of schemes of work or other long-term planning usually in discussion with curriculum leaders.

Impact

Paragraph of the school inspection framework 217. When inspectors evaluate the impact of the education provided by us, their focus will primarily be on what pupils have learned.

Paragraph of the school inspection framework 218. Inspection experience and research show that the most important factors to consider are that:

- A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.
- Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- National assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will balance outcomes with their first-hand assessment of pupils' work.
- All learning builds towards an end point. Pupils are being prepared for their next stage of education. Inspectors will consider whether pupils are ready for the next stage by the point they leave us.
- If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers.

Sources of evidence specific to curriculum impact

Paragraph of the school inspection framework 222. Evidence of impact should be drawn together from a combination of inspection activities. None of these on their own is sufficient to make an assessment of the impact. Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources:

- the progress that pupils are making in terms of knowing more, remembering more and being able to do more
- nationally generated performance information about pupils' progress and attainment. This information is available in the IDSR, which is available to us and inspectors, and will be analysed for its statistical significance in advance by Ofsted's data and insight team
- first-hand evidence of how pupils are doing, drawing together evidence from the interviews, lesson visits, work scrutinies and other documentary reviews.
- listening to a range of pupils read
- discussions with pupils about what they have remembered about the content they have studied
- how well pupils with SEND are prepared for the next stage of education

Ofsted Deep Dives

What are Ofsted Deep Dives?

Deep Dives were introduced as part of the new Education Inspection Framework in May 2019. They're used by Ofsted to gather evidence of the 'Intent, Implementation and Impact' of your curriculum.

They focus on how you have worked with teaching staff to plan the syllabus and how you intend for it to be delivered for the best impact. Since Ofsted's focus has moved away from data driven targets, it is vital to plan an in-depth, varied curriculum and to prepare for subject 'Deep Dives.'

What happens during a Deep Dive?

Deep Dives begin at the top. Starting with a phone call with members of school leadership before the visit, inspectors will then carry out further conversations with school leadership. They will meet with curriculum leaders, conduct lesson observations, classroom conversations and book scrutinies.

Inspectors will want to know where in the sequence of lessons the observed lesson sits and what the plans are for following lessons.

They will gather as much evidence as they can. They may decide to look further into any areas which they have further questions about, or they may conduct final discussions with school leaders. This should not be seen as a cause for concern but should put your mind at ease that the inspectors are striving to look at the bigger picture for your school.

Deep dives will focus on your subject as part of the wider curriculum: how comprehensive and varied it is, how well it has been planned and how well it is delivered.

Following lesson visits, there may be group discussions with other teaching staff which could include more general Ofsted Deep Dive questions about the school. This can include safeguarding, leadership and behaviour. Inspectors may also wish to speak to pupils at this time.

Suggested resources to have available

- <your subject> self-evaluation report
- <your subject> subject leader file
- <your subject> intent document
- <your subject> development action plan
- Long / medium term planning, including your progression map (skills; knowledge)

- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

Ofsted Deep Dive Questions

Subject leader general questions

- What are the key strengths of <your subject>?
- What are the areas for development?
- How are you addressing the areas to develop?
- How do you monitor progress in <your subject> across the year?
- How are you supporting teachers in developing their skills?
- How has the curriculum overall contributed to standards in your subject?
- Are you going to make any changes to your curriculum?
- Can you tell of any examples where you have supported other teachers
- What resources do you use to support you as a leader of a subject?
- How do class teachers know what went before in previous years / or what pupils are going to learn 'next' year?
- How do you plan for pupils to make good progress?
- How do you know there is progression throughout the school?
- How do you know what is happening across the different year groups?
- How do you monitor the quality of teaching, learning & assessment in your subject?
- What are the expectations of subject leaders in your school?
- How are the expectations communicated to you by SLT?
- What would you expect an inspector to see when they visit lessons and speak to the pupils?
- Can you explain the 2-3 key priorities you are working on this year as <your subject> subject leader?
- Can you give me an example of a leadership action you took and the impact it has had on standards in <your subject>
- What CPD have teachers had to help them deliver the <your subject> effectively?
- How do you support new staff to develop the subject knowledge and pedagogical content knowledge needed to teach <your subject> effectively?
- What do governors know about <your subject>?
- Have you any evidence of when governors have made an impact to <your subject>?
- Do you have a policy for <your subject>?
- How and when was your policy written?
- If you were to leave the school is the model you have in place – is this sustainable? Has the CPD that's been delivered made a significant contribution to teachers' subject knowledge / ability?

- Have you undertaken an audit of staff needs with regards <your subject> knowledge and if so what have you put in place / and what has been the impact of this?
- How much time is allocated to does the teaching of <your subject>?

Personal questions

- What is your role in the school?
- How long have you worked here?
- Do senior leaders support you?
- Do you feel supported?
- How do you support colleagues in your subject area?
- Talk through a typical week in your role.
- What was your input and involvement in the development of curriculum in your subject?
- How do leadership/senior leaders support you with workload?
- How do you manage workload?
- How do you support colleagues to manage their workload?
- What is your workload like?
- What challenges have you overcome in your role?
- How do you feel you are supported in your role?
- Can you outline your leadership strengths and areas to develop as <your subject> subject leader?
- Do you receive any non-contact time and if yes, how is it used?
- Is <your subject> well resourced?
- How do the resources impact on teaching and learning?

Intent questions

- how does the subject curriculum meets the needs of all children?
- how is your subject adapted to meet the needs of children who are disadvantaged or have SEND?
- what does the long-term plan for the subject curriculum looks like?
- how does school subject curriculum meets the requirements of the National Curriculum?
- How does the teaching sequence allows children to cumulatively build knowledge and skills.
- How does pupils' learning in KS1 build on pupils' experiences and creative development from the EYFS?
- What enrichment activities are offered to pupils and how does this support their <your subject> skills, knowledge and understanding?
- What links are there between <your subject> and the rest of the curriculum?
- How does <your subject> curriculum contribute to pupils' cultural capital/development?
- How do you ensure that knowledge is provided to children in your subject?

- What are your aims for children in <your subject>?
- How does your curriculum show progression and build on previous knowledge?
- How is the curriculum organised in your subject? Why?
- How do teachers clarify any misconceptions by pupils?
- What links are made with other subjects does – can you give me an example of where this works particularly well?
- What schemes do you follow?
- How is this subject taught, and why?
- How do you make sure that if a topic is repeated (e.g., mapping skills in Geography; forces in Science) that all teachers build on pupils' prior knowledge?
- How do you share your intent with governors, staff, parents and children?
- How does your intent for <your subject> link to your whole school intent?
- What research did you use when designing your curriculum?
- How does <your subject> contribute to children's cultural capital?
- Could you outline the breadth in the v curriculum?
- Is your breadth of the curriculum at the expense of deep learning?
- How do you record breadth in <your subject>'s curriculum?
- Do you provide children with any opportunities for <your subject> outside of school?
- How have you planned for knowledge, skills and vocabulary progression in <your subject>?
- How did you determine the content of your curriculum maps?
- How did you decide on the key concepts/knowledge for <your subject>?
- How do topics contribute towards development and progress in <your subject>?

implementation questions

- Do teachers have good subject knowledge?
- Is the quality of teaching is consistent across all year groups?
- How are lessons planned to ensure that children are able to memorise and recall knowledge about the subject and understand how this knowledge fits with larger concepts?
- How is assessment used to help children to embed new knowledge and also to check understanding and inform teaching?

Lesson observation

- How does this lesson fit in with the overview for your subject?
- Is the correct vocabulary being used?
- Are the pupils learning new knowledge and skill?
- Does the teacher have good subject knowledge? How have you ensured this?
- What will we see in the lesson we are about to observe?
- If there is a learning support assistant in the classroom – what will you be expecting them to be doing?

- Will the pupils be learning new knowledge / skills? How is this being evidenced?
- Is there consistency across all year groups?
- How do you ensure cultural capital in your subject?
- Can you describe how this individual lesson fits into the sequence of lessons?
- Can you take me through 'this pupil's learning' (book; folder; etc) and tell me what is the quality of this pupil's learning in this subject?
- What would you envisage this pupil's next steps to be?
- Can you identify any examples of how the teacher has addressed any misconceptions?
- Can you show me any evidence of what you, as subject leader, have put in place and the impact it has had? Is there a link to your development plan?
- What weaknesses do you identify and what do you think you will do as a result of this?
- How do you monitor that your curriculum maps are being implemented effectively?
- What evidence do you have that your planned progression is actually taking place?
- How clearly defined are your end points on your curriculum maps?
- What opportunities are there for pupils to self and peer assess during lessons / end of topics and how is this helping their learning?

Impact questions

(Remember that progress is knowing more, remembering more and being able to do more.)

- what do children's achievement looks like in in <your subject>?
- how do subject leaders monitor and evaluate the subject curriculum across the school?
- How does your curriculum meet the needs of/include SEND children?
- How does your curriculum meet the needs of all students at this school?
- What is the impact of your curriculum?
- How are more able children extended?
- How do you monitor the impact of in <your subject> interventions?
- How do children develop their skills in in <your subject> over the years?
- How are teachers assessing pupils learning in your subject and how do you moderate this to ensure consistency of practice amongst all teachers?
- What provision do you make for those pupils entitled to Pupil Premium funding, and how do you ensure that they make good progress in their learning?
- How do you assess and monitor the learning of pupils with SEND?
- How do you know that this is happening in all classes?
- How do you ensure that subject knowledge is retained?
- Could you explain some examples of where you have provided breadth in <your subject>'s curriculum and the impact it has had on learning?
- How high are standards in in <your subject>

- Can you show me an example of in <your subject> assessment and how you used it to inform your practice?
- How do standards this year compare to last year in in <your subject>?
- How do you know your assessment is accurate?
- Do you carry out any moderation or standardisation across the school?
- Where would I see the strongest and weakest practice in in <your subject>
- Is <your subject>'s curriculum having an impact on pupils' learning, standards and achievement?
- Could you tell me what I would see in the way of in <your subject> or work children have produced?
- What are the strengths and weaknesses in your curriculum and how do you know?
- What do the children excel at and what elements of in <your subject> do they struggle with?
- What are the children's main barriers to learning?
- What evidence do you have to back up what you are saying?
- Do you have any underachieving groups?
- What is attainment on entry in <your subject>?
- How does the EYFS support <your subject>'s curriculum in the wider school?
- How do you monitor <your subject> in EYFS?
- How does <ADD YOUR SUBJECT HERE> contribute to the development of literacy and numeracy skills?
- How does <your subject> support the development of SMSC?
- Where are children up to at this point in the year/term? Which children aren't at this point?

Questions for teachers

- When do you start teaching children computing?
- Where are children up to at this point in the year/term? Which children aren't at this point?
- How do you support pupils not keeping up with your school's computing programme?
- What support is in place?
- Why are you teaching this particular lesson? Why did you choose this work for pupils to do?
- How has the class reached this point in their learning? Can you tell me what they've already been taught?
- How do you assess learning?
- What are you teaching this term?
- Why is your curriculum map sequenced in that way?
- Why are you teaching that lesson today?
- What came before and what will come next?

Subject specific questions

Art and Design

- When do you start teaching children about working like an artist?
- Can you demonstrate how pupils' skills (in drawing; painting; sculpture and other art, craft and design techniques) are built upon year upon year?
- How do you support pupils not keeping up with your school's art and design programme?
- What enrichment activities are offered to pupils and how does this support their Art & Design skills, knowledge and understanding?
- What links do we have with external agencies / museums / galleries?

Computing

- Can you demonstrate how pupils' skills (in computer studies; information technology and data literacy) are built upon year upon year?
- How have you developed / modified the Computing curriculum in recent years and why?
- What enrichment activities are offered to pupils and how does this support their Computing skills, knowledge and understanding?
- For children

Design Technology

- What are the key characteristics of a good 'designer' / 'technologist'? How do you plan to develop these traits?
- Would you say that there is anything creative about your curriculum?
- Which areas of your Design and Technology curriculum are you most pleased with? Why is this?

Geography

- What core knowledge in Geography, particularly their sense of place would you expect pupils to know and understand by the end of Y6?
- When pupils learn geography as part of a topic or project – how do you ensure that the subject elements are identified clearly and taught properly and the programmes of study are covered fully?
- What fieldwork opportunities are there for pupils' from Y1-Y6, both locally and further away? What impact does this have on pupils understanding of Geographical skills, knowledge and understanding?
- How do pupils use new technology to support their learning in geography?

- What opportunities do pupils have to write at length how is their reading developed through their Geographical learning?
- How do you ensure that Geography enables pupils to recognise their contribution to, and responsibilities for, their locality, their country and the global community?

History

- What core knowledge in History, particularly their growing knowledge into different contexts / understanding of key historical concepts / historical enquiry, would you expect pupils to know and understand by the end of Y6?
- When pupils learn history as part of a topic or project – how do you ensure that the subject elements are identified clearly and taught properly and the programmes of study are covered fully?
- What opportunities are there for pupils' to visit historical places of interest (museums; galleries; historic houses /sites), either locally and further away? What impact does this have on the development of their Historical skills, knowledge and understanding?
- How do pupils use new technology to support their learning in History?
- What opportunities do pupils have to write at length how is their reading developed through their historical learning?
- How do you ensure that History enables pupils to recognise their contribution to, and responsibilities for, their locality, their country and the global community?

Modern Foreign Languages

- Is your SoW skills or vocabulary focused?
- What aspects of learning a language (reading; writing; speaking & listening) are pupils finding 'tricky' and how are you addressing this?
- Does the school draw upon any external agencies (secondary schools; parents; business etc) to support the teaching and learning of MFL's?
- What cultural / international activities are pupils engaged that support their modern language learning?
- How are phonic and grapheme links promoted?
- Is grammar taught explicitly / implicitly?
- What challenges that are specific to Spanish do you face? What do you do about these?
- How is vocabulary retrieval taught?
- Is there a progression model from word to sentence level?
- What do you think successful language learning look like?

Music

- Explain about your peripatetic lessons and equal opportunities
- Does music-making take account of pupils' views and interests?
- Is EYFS music delivered through best holistic practice?
- Is percussion provision adequate and stored appropriately? Is technology readily accessible e.g. iPads
- Do classes sing every week?
- Is repertoire appropriate – does it demonstrate progression?
- Is technology threaded through music delivery appropriately?
- Are pupils engaged in regular and creative music-making – do they identify as 'musicians' and 'composers'?
- Is there any additional instrumental tuition for individual pupils/small groups? Funded by parents, covered by the school/ PP? How are players integrated into the musical life of the school?
- Which music activities go beyond National Curriculum requirements i.e. enrichment? (e.g. Are these organised by a Hub or 'private enterprise')
- How do you instill a love of music and acquaintance with a broad range of music?
- What are the lunchtime or out-of-hours music activities offered at your school? Are they truly inclusive? i.e. do members come from 'identified groups' e.g. SEND, Pupil Premium, FSM, EAL ...boys etc.
- Do performances form a regular part of school life?

PE

- How much choice do pupils have over what topics / sports that they would like to learn?
- How do you structure your swimming? What is the % of children hitting the requirements by the end of Y6?
- How have you used the Sport Premium funding and what impact has this had?
- What makes your PE curriculum different?
- What additional PE activities are run either during / at the end of the school day? And what is the take up by B / G / SEND / PP / MA / LA pupils?
- How does PE contribute to the development of the whole child and their cultural capital?
- How does PE link to the school's values?
- What sporting events are held over the school year?
- What external links with sports clubs does the school have?
- Have you run any sessions for parents / carers

PSHE

- What is the school's approach to any particularly sensitive issues in the PSHE curriculum? (and what CPD are staff given to support them?)

Science

- Explain the rationale behind your yearly overview – why certain topics are taught in a particular order (e.g. why you teach Plants in Spring)?

Curriculum leadership

Subject leaders will be led by the Vice Principal.

Glatthorn (1987) wrote, "One of the tasks of curriculum leadership is to use the right methods to bring the written, the taught, the supported, and the tested curriculums into closer alignment, so that the learned curriculum is maximized" (p. 4).

The Vice Principal as curriculum leader's principal roles include:

- Writing an annual strategic calendar (appendix 5). This ensures that :
 - Subject leaders have a planned rota of release to undertake tasks
 - Monitoring is a shared responsibility across school
 - Curriculum days and weeks are mapped out across school
- monitoring overviews (appendices 6 and 7)
- ensuring that set tasks are undertaken by subject leaders as planned out across the weeks and using agreed academy formats
- ensure annual evaluation summary (appendix 11) are completed accurately
- a report for LAC containing
 - key actions and impact of their curriculum leader work
 - types of evidence that have been gathered to inform the evaluations
 - the impact of monitoring and outcomes for each subject
- **With the Executive Principal, Assistant Principal and EYFS lead, the creation, monitoring and evaluation of the academy improvement plan.**

Intent, implementation and Impact

Monitoring versus evaluation

Monitoring is the task of checking.

Monitoring is important because it forms your evidence base for subsequent evaluation.

It is important that all staff know how to monitor i.e. What they are looking for, how to record evidence.

Evaluation uses the information collected from your monitoring in order to reach conclusions. Evaluation is a higher order skill and is the process of interpreting and making judgements about what is significant from the monitoring. Evaluation should very much focus on the impact of provision on outcomes for children. Evaluation might include asking the following kind of questions:

- What does our evidence tell us?
- Are standards high enough?
- Could children achieve more?
- How can the quality of learning be improved?
- What is happening in teaching which is resulting in the observed outcomes?
- Are resources being used to the best effect?

This is a vital aspect of subject leadership. 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. They play a key role in monitoring, supporting and motivating other teachers and in setting targets for professional development and improvement. Without monitoring a subject leader is unable to evaluate the impact of their action plan. All monitoring however needs to be conducted with care and sensitivity so that it contributes to learning and improvement.

Attainment, progress and achievement

You should have a good understanding of how well pupils achieve in your subject area. To fully understand the progression of skills and the achievement of pupils across the school, you should collect and analyse the assessment information from each class at the end of each term.

To ensure that judgements are accurate, you should scrutinise examples of assessed work for each year group as part of the subject monitoring activities completed. National reference materials should be used to moderate standards, where available.

To create an academy-wide picture of progression, you should create a work portfolio, containing an example assessed piece of work for an average ability pupil from each year group.

When analysing assessment data, you should consider what conclusions can be drawn from assessments and how this informs their curriculum and teaching. You should also be aware of the limitations of assessment and ensure that it is not used in a way that creates unnecessary burdens on staff or pupils.

All subject leaders will understand and be able to discuss the following in their subject:

- Attainment of standards - a measure in relation to nationally agreed expectations. They are a snapshot in time and based on triangulated evidence of assessments, both formal and teacher, books and pupil interviews. Subject leaders need to know the level of attainment of the children as they enter and the level of attainment as they leave the school.
- Progress. This is the distance travelled between two attainment points, Progress can be positive or negative
- Achievement. Is the standards good enough when taking account of the individual starting points, capacity and context of each child?

Data analysis

All subject leaders need to be able to analyse, interpret and act on the attainment, progress and achievement data for the following areas for the whole school and, within each class

- Boys and girls
- Disadvantaged and other children (PPG, FSM and LAC/ Post LAC)
- Children with and without SENd

The proformas in appendices 10 and 11 allow for whole school overviews and as well as the tracking of cohorts throughout school.

Monitoring schedule

These are some of the critical questions that schools need to consider in relation to teaching and learning. Each of these can be applied to a specific subject, if appropriate. Evidence to answer questions like these will be gathered over a period of time and be supported by the wider monitoring and evaluation of the leadership team

- Is there evidence of appropriate **challenge** for all children?
- Is there evidence of clear **differentiation** which is impacting on progress?

- Are children **productive** enough?
- Can children transfer their **basic skills** into different contexts?
- Is there adequate **challenge** for <specific group>?
- Is there evidence of quality **feedback** which is impacting on progress?
- Do children use **feedback**?
- Is there evidence of children developing **skills** in a progressive way?
- Do children evidence **understanding** in their work?
- Is assessment being well used to plan for future learning and **next steps**?
- Do children show age appropriate **independence**?

The writing of a strategic calendar and monitoring overviews at the start of the year support an open and supportive framework in which the evidence for the above questions can be gathered.

The variety of methods of accurately answering these questions are addressed below.

Evidence trails

Subject leaders should adopt the evidence trail approach.

This way of working is widely utilised in the Inspection Framework therefore familiarity with the method is helpful. The use of evidence trails is not revolutionary and will probably not involve you undertaking any different types of monitoring than those you already use. The main difference with this way of working is that all the monitoring you undertake will be linked to a specific focus, theme or key question working through the intent, implementation and impact of each thread.

1. What are you trying to find out?
2. What are you looking at in order to answer your questions?
3. What have you found out? (positives and areas for development)
4. What are you going to do as a result?

Much in-school monitoring takes place in isolation, in other words there is a round of lesson observations, followed by some work scrutiny, etc. Alongside, there are subject leaders conducting monitoring. Too often the monitoring outcomes do not reveal anything significant which is not already known and the different types of monitoring are unrelated. If we are not careful the result can be monitoring for the sake of it.

What is important with any monitoring plan is that we monitor what needs monitoring and reveal the information they need to improve the outcomes for the children in the school.

Lesson observations

It is important to follow our monitoring policy and code of practice which identifies the ground rules. This should include the following points:

Know the context:

- Identify the focus
- Agree the ground rules
- Share the nerves
- Act as a learner
- Recognise the privilege of seeing someone else's lesson.
- Know what to do afterwards

To achieve high quality observation:

- Use description as an indication of the basis of evaluation – not an end in itself
- Make professional judgements which match the evidence
- Use examples to clarify judgements
- Identify strengths and points for developments
- Relate attainment clearly to expectations
- Look at the children's work.
- See how the lesson fits into the bigger picture.
- Use work as a basis for discussion with children.
- Try to get a child's-eye view of learning.
- Spend a little time watching before getting involved with conversations.
- Make clear judgments whilst you are there. you cannot re-wind to check later.
- Take account of different groups of children.
- Constantly think: Teaching, Learning, Progress.
- Think about your body language. Remember how you feel when you are observed.

Work sampling

The purpose of the scrutiny of pupils' work is to:

- Identify strengths and weaknesses.
- Explore differences between classes or groups.
- Develop a picture of whole academy issues.

- Track and monitor the progress and attainment of individual pupils and groups of pupils within and between year groups.
- Give the subject leader an overview of the subject.

Getting Started

- Agree a work sampling schedule that is linked to AIP.
- Decide the size of the sample and focus (Ofsted looks at 3 books per subject i.e high attainment, average attainment and low attainment).
- Use in conjunction with pupil interviews, formative assessment notes, pupil/group targets where relevant.
- Consider using national reference materials of standards e.g NC expectations
- Ensure the procedure for feedback is understood (oral then written)
- Identify areas for development which are incorporated into an action plan.

The purpose of scrutinising pupils' work is to:

- raise standards by identifying areas for development.
- identify strengths and weaknesses in the quality of teaching and learning, and then to share good practice and address shortcomings.
- track and monitor the progress and attainment of individual pupils and groups of pupils within and between year groups.
- provide documentary evidence of pupils' progress and attainment over a period of several years.
- develop a picture of whole-school issues such as marking, assessment, hand-writing, curriculum coverage, equal opportunities.
- establish the extent to which cross curricular strands and/or skills are being promoted or developed, such as personal, social and health education, English, Maths, computing.
- give the subject leader an overview of the subject across all year groups.

Points to consider to focus thinking areas for further school development.

- Curricular coverage and breadth
- Standards
- Progress
- Evidence of a sequence of learning
- Opportunities for subject vocabulary and subject skills
- Underachievement
- Differentiation
- Continuity across a year group

- Progression between year groups
- Range of work
- Quality of work
- Application of basic skills
- Pupil self and peer-assessment
- Marking and feedback
- Inclusion of specific groups
- Presentation
- Expectations & challenge
- Evaluation of intervention strategies

In the books or files, choose two dates within a unit. Is work matched to information from pre unit assessments? Does it show progression? Are key questions being answered? Can you hear the pupil voice in it so you know that the work shows their understanding at that point in time? Are there examples of challenge? Is the presentation of a high standard?

What improvements are noted between the two dates in subject skills, knowledge and understanding to show progress? Note examples.

- Are there opportunities for independent work and research?
- Note examples of progress in literacy and numeracy skills.
- How well does the standard of work relate to the pupil's assessments and targets?
- How helpful and specific is marking / feedback? Has the pupil acted on it? Has the teacher checked on the pupil's response? and presentation?
- Are there key factors that promote progress or present barriers to progress in this subject?
- Are common features used: presentation / handwriting, spelling, punctuation, specialist vocabulary, extended writing?
- Does it give a view about pupils' attitudes to learning, perseverance and presentation?
- Do leaders and managers seem aware of any good practice/shortcomings?

Talking to staff and pupils

As with all monitoring do not embark on a pupil discussion unless you have a clear focus and reason for doing it. Feedback from pupils provides a very powerful source of information and can be a key factor in making improvements. On the whole, pupils give a clear and uncluttered view which can usefully sit alongside other evidence to steer improvements.

Using pupil feedback well, ensures a positive culture and ethos, where all views are valued and respected.

Strategies for pupil discussion

Consider carefully what the best strategy is for gaining pupil feedback. Sometimes it is simply to engage in discussion with pupils knowing your remit and having a few pre-prepared questions. However there are other ways to consider:

- Group discussion – led by the adult.
- Structured questions – present 4/5 questions on cards and children choose which question to discuss to ascertain attainment/ standards in knowledge and skills.
- Mind maps/concept maps – useful if this is a strategy routinely used by the children. Can be used as a starting point for further discussion. It can provide a non-threatening way into discussion.
- Role-play – useful for foundation stage children. Role-play within their classroom environment usually yields the best outcomes.
- Questionnaire – starting with a simple questionnaire.

Suggested general questions to ask pupils:

- What is..... (the subject e.g. geography)
- Do you enjoy D.T/ geography?
- What do you enjoy/dislike about D.T?
- What you most proud of in D.T?
- What is your best achievement in D.T?
- What are you learning about in D.T? Why are you learning this?
- What do you find challenging?
- Can you give me an example of where you have designed something recently?
- Could you talk me through the design process?
- If you were going to invent something what would it be?
- What did you learn in your last D.T lesson?

It is important to also ask some of the key questions from previous units to test retention of knowledge

Subject specific questions to ask pupils:

Art and Design

- Can you tell me about the work of your favourite artist?

Computing

- Can you give me an example of something you have learnt recently in computing?
- How could Computing help you in the future?

Design Technology

- Can you give me an example of where you have designed something recently?
- Could you talk me through the design process?
- If you were going to invent something what would it be?
- What did you learn in your last D.T lesson?

Geography

- Can you give me an example of where you carried out a geographical enquiry recently?
- Could you locate the continents for me in the atlas?
- Can you name the oceans of the world?
- Which country do we live in?
- What is the capital city of.....?
- Which countries/ continents have you studied?
- Have you devised a map recently?

History

- Can you give me an example of where you carried out an historical enquiry recently?
- Could you tell me about a famous person from our history who has had a big impact on our country or the world?
- If you could be a famous person from history, who would you be and why?
- How can History help us to live better lives today?

Music

- What is your favourite type of music and why?
- Have you played an instrument recently?
- What was it and what did you learn?
- If you were a composer what type of music would you make?

PE

- Can you give me an example of a skill you have learnt recently?
- How do you maintain a healthy lifestyle

Science

- How often do you do experiments?
- What do you think you learn from carrying out an experiment?
- Can you give me an example of an experiment that you've done recently?
- The following questions are about connecting scientific learning to the real world:
- If you were to invent something, what would it be? Why and how would you start this process?
- Where does electricity come from?
- How can science help people overcome problems?

Display

Displays are important as a means of adding greater depth and breadth to children's learning. It also raises self-esteem and encourages pride in the classroom and school. The learning environment reinforces our commitment to high standards and the drive to continually raise achievement.

It is important that there is a consistent approach to display across our whole school and each classroom has the necessary information displayed to support and aid children's learning. Please see the display policy for this information.

When monitoring check that pupils are aware of the displays in class and around school and use these to support their current learning.

Questionnaires

At times during the year, subject leaders may wish to conduct questionnaires to assess pupil attitudes to their subject, learning and ways in which they would like to improve it. Any questionnaires should be within the whole academy plan and coordinated by the Vice Principal.

Resources

Subject leaders are responsible for the auditing, ordering and impact of resources. Annual bids should be put in following an audit of resources and an analysis of the need of the curriculum.

Age-related expectations

Subject leaders are expected to know and compare all monitoring to age-related expectations for each year group. All tracking will show progress and attainment against these ARE and the achievements of cohorts and groups will be carefully monitored.

Academy data of age-related expectations will be triangulated against the evidence in books and pupil conferencing to ensure that data is accurate.

Professional Development

Within the subject leader files, the following information should be recorded:

- Record INSET attended
- Record of relevant INSET attended by colleagues including any evaluations
- Any in-house activities you organise or deliver with evaluations if appropriate

Subject leads should work toward nationally recognised benchmarks within their subjects where this is available via subject associations. This offers a framework to support improvement. This will be discussed within performance management.

Feedback to staff

Following monitoring, subject leaders should feedback to staff individually as soon after the monitoring as possible and also produce whole school feedback. This should be recorded on the subject leader monitoring form and a copy shared with the Vice Principal.

Appendices

Appendix 1 - Subject Leader self-evaluation

Subject leader self-evaluation form 1

Self-evaluation is an important process which allows teachers to consider how effectively they meet the highest standards and offer the highest quality of teaching and learning for pupils. This self-evaluation form should be used by subject leaders to evaluate the quality of their practice and their management of subject coordination.

Please use the tick boxes to indicate your opinion on how well you have met the outlined criteria following a scale of **1** (strongly disagree) to **5** (strongly agree). In the boxes that follow, outline the evidence to support the extent to which you have met the criteria based on your scale number, as well as any identified targets and areas for improvement.

Subject		Subject leader	
Date			

Subject evaluation					
Criteria	1	2	3	4	5
There is an effective scheme of work (long term plan/ medium term plan) that covers the programmes of study.					
Teaching and learning reflect the requirements of the plans and this is evaluated regularly.					
A breakdown of when each unit will be taught is communicated to all staff effectively.					
Any subject-specific matters relating to the balance and breadth of the curriculum are monitored.					

Establishing priorities, analysing results and reviewing pupils' progress					
Criteria	1	2	3	4	5
The academy's priorities for improving the subject are part of the whole-academy improvement plan.					
There are clearly identified, subject-specific priorities. These are regularly monitored, reviewed and evaluated.					
There are clear procedures and strategies, both formal and informal, in place for monitoring pupils' progress.					
There is close cooperation between the Executive Principal, staff and LAC, enabling the use of assessment data to improve standards in the subject.					
There is consistent use of informal assessment to advise a sequence of lessons across a unit.					
The monitoring and evaluation of the subject is thoroughly embedded within the academy improvement plan and is effective in identifying strengths and areas for improvement.					

Analysing and evaluating the quality of teaching					
Criteria	1	2	3	4	5
The subject is taught well.					
There is effective evaluation of the teaching of the subject across the academy.					
There is appropriate feedback, training and support for staff in the subject area.					
Staff are supported in producing their short term planning to ensure that they are effective in addressing pupils' learning needs.					
Any weaknesses in subject knowledge, teaching and learning are addressed effectively.					
Regular discussions are conducted for staff members to share methods of good practice.					

Management and deployment of resources					
Criteria	1	2	3	4	5
The importance of an effective learning environment is recognised, and staff use resources effectively to enhance learning.					
The impact of additional support is monitored and evaluated through discussion with pupils, ongoing assessment and work scrutiny.					
Monitoring and evaluation of support staff shows the impact that this has on pupils' attainment and progress.					

Professional development into practice					
Criteria	1	2	3	4	5
The PD programme meets the needs of all staff and is regularly monitored and evaluated.					
All staff are supported in developing high-quality teaching and learning in the subject.					
Evaluation of the support available shows that it is having a positive impact on teaching and learning.					
There is a clear understanding between teachers and support staff of the learning needs of pupils.					
Ongoing assessments and pupil progress reports are updated by staff, shared as needed and used to inform teaching and further professional development.					
Resources are easily accessible and storage is well-organised.					

Subject leader self-evaluation form 2

Subject Leader Self-Evaluation Grid				
	4 - Inadequate	3 – Requires Improvement	2 - Good	1 - Outstanding
Achievement	Progress is inadequate. Actions are not showing enough signs of improvement	Many pupils making expected progress but with still gaps for specific groups	Pupils making at least expected progress and accelerated for some. Most pupils and groups making sustained and better-than-expected progress overtime. No significant gaps in achievements for vulnerable groups	All or almost all pupils make outstanding progress from their relatives starting points. This is sustained overtime. Achievement is consistently good for all pupils and outstanding for some groups
Teaching	Teaching is inadequate and or expectations are too low	Teaching is not consistently good. There is evidence of clear actions and some improvement	Teaching is good overall with high expectations securing improvement	Teaching is always good and much is outstanding
Curriculum	Curriculum not meeting the needs of the pupils with unclear or no links to other subjects	Curriculum meets statutory requirements but no evidence of it specifically meeting the needs of the pupils and the context	Curriculum well organised and adjusted to meet needs of specific groups. Basic skills well embedded and applied. Good relevant cross curricular links	The Curriculum is rich, varied and cohesive with highly effective cross curricular links. Some elements of innovation. Curriculum impacts on outstanding outcomes

Subject Leader Self-Evaluation Grid				
	4 - Inadequate	3 – Requires Improvement	2 - Good	1 - Outstanding
Assessment	No consistent assessment strategies. No accurate understanding view Of attainment and progress	Some assessment in place, not fully developed. Lacking understanding of attainment of pupils	Assessment arrangements in place, impacting on differentiation and progress. Moderation arrangements well used. Clear view of attainment and progress, both past and present. Assessment information used to set targets	Consistent and systematic assessment strategies and approaches are used, impacting successfully on progress. Well used understanding of attainment and progress for cohorts and groups
Drive	No evidence of drive to secure improvements. Insufficient impact on development of provision and outcomes in the subject	Provides information and updates without being prompted, demonstrating enthusiasm towards the subject. Shows evidence of seeking to improve the subject	Regularly Shares information and is a reliable source of information and support due to an enthusiasm and commitment to subject. Communicates and models high expectations for others and raises profile of subject. Shows initiative in taking a proactive approach	Share expertise, knowledge and training with colleagues. This creates a strong sense of purpose and inspires practice-leading to excellence. This may reach out to an audience beyond school
Self evaluation	Little awareness of strengths and weaknesses	Self-evaluation broadly accurate but lacking some rigour around achievement and/or teaching	Rigorous self-evaluation leads to an accurate picture. It is evidence based and leads to well-planned next steps	Highly accurate picture of subject. Well documented and communicated. Evidence of self-challenge leading to well-focused and evaluated plans

Subject Leader Self-Evaluation Grid				
	4 - Inadequate	3 – Requires Improvement	2 - Good	1 - Outstanding
Monitoring and evaluation	Unable to demonstrate any evidence of monitoring or impact	Basic monitoring takes place but lacks regularity and impact	Monitoring and evaluation is clear and next steps planned and communicated. Monitoring shows impact on improved provision and outcomes	Rigorous monitoring and evaluation impact on outcomes. Actions well checked for impact. All issues are shared openly to make improvements
Resources and partnerships	Resources not organised and maintained and/or not meet the needs of the children. Partnerships or external agencies rarely use to enhance subjects	Resources are available and used appropriately. Partnerships/External agencies occasionally used to enhance and enrich the subject	Resources are well maintained and well used to impact on progress. Partnerships/external agencies are well developed to enhance learning and progress	They are well organised and freely available. Resources are well utilised. Makes a marked impact on progress. External links routinely used and impactful
Value and enjoyment	There is little evidence of pupil enjoyment.	Evidence shows pupils enjoyment but little value	Evidence shows pupil enjoyment and value	Clear evidence Shows pupil engagement, enjoyment and value. Pupil voice is used effectively to direct the learning

Appendix 2- Pupil Voice

Subject		Year Group	
Date		Teacher	
Monitored by:			

Questions	Responses
What is <your subject>?	
Do you enjoy <your subject>?	
Why?	
What are you learning about at the moment in <your subject>?	
Why are you learning this?	
What prior knowledge (did you know about... already) did you have about...?	
Were you able to share the knowledge you already had?	
What new knowledge have you learnt this term?	
What has been your best achievement so far this year in <your subject>?	
How do you know when you are successful? Do you use success criteria/ steps to success?	
What were/ are the success criteria for this.....?	
How do you know if you have produced good work in <your subject>?	
How do you find your work in <your subject>?	
Challenging, too hard, too easy...	

What did you learn in your last <your subject> lesson?

The above questions should be asked once each year of a group as they are very general picture. It is important also to ask key questions from last unit studied/ previous units (to test retention of key knowledge and provide triangulation data for attainment) as identified on the one page overviews.

Analysis of Pupil Voice	Actions/Way Forward
Strengths	
Areas to Develop	

Appendix 3- Record of Work Sampling

Work Sampling Record Sheet

Subject		Year Group	
Date		Teacher	
Monitored by:			

Action Points from Previous Work Sampling

1.

2.

3.

Presentation and Marking

Question	Notes/Evidence	Way Forward/Actions
Is the <your subject>? presented in a variety of ways for example, design brief, presentation, video, concept map?		
Is the work clearly dated?		
Is the key question clearly stated?		
Is there evidence of regular oral and written feedback and in line with school policy?		
Is it evident that feedback (including marking) gives guidance on how to improve work? <ul style="list-style-type: none"> Is their evidence of children's self-assessment and evaluation of their work? Is there evidence of children's response to feedback/ marking? 		

Learning and Activities

Question	Notes/Evidence	Way Forward/Actions
Is the learning clear (key question used)?		
Are there clear success criteria either written or evident when discussing with child?		
Does the work link clearly to the curriculum planning and key learning for the unit?		
Are the activities appropriate, engaging and fit the intended learning?		
Is there appropriate responsive and supportive teaching to meet the needs of all?		

Progress, Standards and Achievement

Question	Notes/Evidence	Way Forward/Actions
Is there evidence that the child has made progress against the key learning/ questions in <your subject> on the curriculum plan/ overview?		
Is the child on track to meet the end points for their year group which are identified on the curriculum map?		
Is there evidence of correct use and understanding of technical vocabulary?		
Is the work in line with expectations for the year group?		

Class:	Teacher:	Week:	Monitoring by:
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Appendix 4- Observation/ learning walk

Quality of Teaching and Pedagogy – <your subject>		
Question	Notes/Evidence	Way Forward/Actions
Is the key question being used and referred to providing narrative for the learning?		
Is there evidence of good <your subject> pedagogical content knowledge being used? Is the teacher using good practice/ teaching strategies in <your subj>?		
Are the key <YOUR SUBJECT> concepts/ learning as outlined in the one page overview and other planning being well taught?		
Is it clear if and where adult support will be deployed and how they will be supporting learning?		
Is there evidence of planning for the correct use and understanding of technical vocabulary/ tier 3 and tier 2 vocabulary as appropriate?		
Are there opportunities for regular checking throughout the lesson that key learning and skills are being acquired and the lesson adjusted if needed?		
Have key questions been used as assessment throughout <your subject> sessions?		
Has IT been used to enhance learning appropriately?		
Has there been opportunities to practise key literacy and mathematics skills been made use of?		

Overall comments/notes:

Action Points/Way Forward

Appendix 5 – Lesson observation checklist

Subject		Year Group	
Date		Teacher	
Monitored by			

Quality of Learning- Prompt	Evidence Seen During Lesson
What are different groups and individual pupils actually learning as opposed to doing?	
Are pupils consolidating previous skills/knowledge or learning something new?	
Can all pupils make the links between previous/new learning?	
Can pupils talk about what they are learning, as opposed to simply describing what they are doing?	
Do they consistently produce work of a good standard?	
Are pupils working independently? Are they self-reliant - do they make the most of the choices they are given, or do they find it difficult to make choices? To what extent do pupils take responsibility for their own learning?	
How well do pupils collaborate with others? Do they ask questions, of each other, of the teacher or other adults, about what they are learning?	
Are pupils creative, do they show initiative?	
How well do pupils follow routines/expectations?	

Learning and Attitudes - Prompt	Evidence Seen During Lesson
Are pupils engaged, working hard, making a good effort, applying themselves, concentrating and productive?	
Are pupils developing habits of good learning?	
Are pupils happy with their work? Are they proud of it?	
Are pupils interested in their work and in what they are learning? Or are they easily distracted?	
How smooth is the transition from teacher input to group work? Do pupils settle to work easily?	

Assessment for Learning - Prompt	Evidence Seen During Lesson
Are there any significant differences in the learning of different groups of pupils, or of any individuals?	
Are pupils involved in assessing their own learning and progress?	
Do pupils know what they are learning and why?	
Do pupils have targets (where relevant) and do they understand what they mean/what to do to achieve them?	

Pupils Progress - Prompt	Evidence Seen During Lesson
Are different groups (e.g. SEND, LAC/ Post LAC/ FSM) making the same/different progress?	
What new skills and knowledge are pupils gaining?	
How well are pupils developing ideas and increasing their understanding of key concepts?	
Are pupils making gains at a good rate over time as shown in their work?	
How are weak/good literacy, numeracy and ICT skills affecting pupils' progress?	

Quality of Implementation - Prompt	Evidence Seen During Lesson
Are staff using assessment for learning strategies to enable them to meet the needs /support groups and individuals effectively?	
Are activities pitched at the right level to challenge pupils of different attainment?	
How well does marking identify strengths and diagnose next steps to improvement?	
How good is the dialogue and oral feedback? Are teachers alert to pupils' lack of understanding during lessons?	
How effectively do staff use questioning to gauge pupils' understanding?	
Are teachers alert to the social, emotional, and learning, needs of individuals?	
What impact are any support staff having due to the clear guidance provided by the class teacher?	
Are resources sufficient? Are they well matched to needs to support learning?	

Appendix 6 – Subject leadership impact statement

Subject		Leader	
Date			

Subject:	Leader:	Term:
Activities	Date completed	Comments
Subject self-evaluation		
Action plan		
Monitoring: <ul style="list-style-type: none"> • Lesson observations • Work scrutiny • Planning scrutiny • Talking to staff/pupils • Questionnaires • Learning environment • Other 		
Analysis of data		
Policy review		
Resources audit		
Staff meetings, training or INSET:		
Positive progress in the subject:		

Areas to develop:

Actions arising:

Appendix 7 - Subject Leader Action Plan (Annual)

Subject		Date	
Subject leader			

Target 1	What will success look like?			
Actions	Who?	When?	Resource	✓
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Target 2	What will success look like?			
Actions	Who?	When?	Resource	✓
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Add extra tables as needed if there are further targets but ensure that these are manageable

Other tasks and reminders (not necessarily targets but things to remember)

Appendix 8 - Subject leader annual report to the LAC

Section 1 – Subject leader information

Subject		Date	
Subject leader			

Section 2 – Subject background

The subject philosophy

[Provide details regarding the philosophy of your subject, e.g. the main aims of the subject and how it should be delivered, and what pupils should be able to achieve through the subject.]

The subject aims

[Outline the main aims of the subject curriculum and delivery that were identified for the current academic year. Top tip: to make these clear, outline them as numbered bullet points.]

Section 3 – Staff focus

Staff development

[Outline any key training or CPD that has been undertaken by staff over the current academic year and how this has impacted on subject development and delivery. Where possible, you should also identify how or why training was required, e.g. if there was a lack of knowledge of a certain topic area, training was needed to develop this.]

Section 4 – This year’s view

Year group	Autumn units		Spring units		Summer units	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Reception						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Enrichment opportunities

[Outline any enrichment activities conducted throughout the year, e.g. school trips, including the relevant year group and outcomes of the activity.]

Creative tasks

[Outline any creative tasks that were set for pupils, e.g. class projects or individual research projects, or any work that should be celebrated. Top tip: include images of the work you detail here to show evidence.]

Section 5 – Pupils’ progress and attainment

Cut and paste from Appendix 9 or send this

Section 6 – Subject development

Measuring impact

[Outline the success criteria used for measuring impact, and how the impact will be identified and reviewed. You should also include any evidence of impact, including how pupil voice is used to monitor impact of subject – this can be qualitative and quantitative data.]

Previous goals

[Identify what the previous goals for subject development were and how these have been achieved, or, if not achieved, what is being done to address them.]

Successes

[Outline successes over the current academic year and since the last report to the governing board.]

Challenges

[Outline challenges over the current academic year and since the last report to the governing board. Wherever possible, outline how challenges have been overcome.]

Costs

[Outline any incurred costs from subject development, e.g. training or purchasing interventions.]

Priorities

[Outline priorities for improvements and what is being done to make sure these improvements are made.]

Section 7 – AIP and Ofsted

AIP priorities

[Identify any priorities in the SDP linked to the subject area and what has been/is being done to address these.]

Ofsted priorities

[Identify any priorities from Ofsted linked to the subject area and what has been/is being done to address these.]

Section 8 – Looking ahead

Priorities

[Identify the priorities for subject development and delivery for the next academic year.]

Appendix 9 – Attainment overview of subject

Subject		Date	
Subject leader			

At age-related or above

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall							
Boys							
Girls							
PPG							
non-PPG							
SEN							
non-SEN							

At greater depth (only use for English and maths)

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall							
Boys							
Girls							
PPG							
non-PPG							
SEN							
non-SEN							

Appendix 10 - Annual Evaluation Summary (Place at front of Subject leader file)

Subject		Date	
Subject leader			
Summary – Max 200 words (strengths and areas for development)			
Teaching and learning			
Assessment/Standards			
Classroom environment/displays			
Subject Successes			
The policy			
Scheme of work			
Planning			
Resources			
Areas for improvement			
Evidence			
(Please ensure evidence can be cross-checked with your subject leader's file)			

Appendix 11 – Subject Leader Monitoring Form

Area of Monitoring and type of monitoring	
<p>Notes from monitoring including:</p> <ul style="list-style-type: none"> • Progress seen against previous actions/ targets • Current pupil attainment evidence • Evidence of Good Practice • Areas for Improvement 	➤
<p>Actions for Subject Leader and timescales</p>	➤
<p>Actions for Staff and timescales</p>	➤

Appendix 12 – Overview of progress in all subjects (to be completed by Vice Principal)

As a point of reference, assess each subject by these questions

Intent	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Does the school's curriculum design for this subject show a strong understanding of the component strands of the national curriculum?	4 Yes, the NC component strands are repeatedly covered 3 Yes, all NC components are covered at least once across year groups 2 Some of the NC strands are delivered in all year groups 1 Some year groups cannot evidence the NC in their delivery of this subject															
Has the Executive Principal clearly delegated the responsibility of this subject's curriculum design?	4 Yes, and the EP can talk about Intent, Implementation and Impact for this subject 3 Yes, the subject leader can talk about Intent, Implementation and Impact for this subject 2 No, but the subject leader has created a clear curriculum design 1 No, and there is no clear evidence of how this subject is being delivered across the school															

Intent	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Have units/schemes of work been reviewed in light of the most recent curriculum design?	4 Yes, we have chosen units that fit in with our curriculum intent for this subject 3 Yes, we have made the units fit with our curriculum intent for this subject 2 We have designed our curriculum for this subject around existing schemes of work 1 There is no link between existing schemes of work and curriculum intent for this subject															
Does the wider school community understand and value the curriculum design for this subject?	4 Yes, interested stakeholders have been consulted about how we teach this subject 3 Yes, we share the curriculum intent for this subject so that anyone can see it 2 No, we don't share information about how this subject is delivered 1 No, we have had complaints about how this subject is delivered															
Are there clear steps in place to make sure all children can access the curriculum?	4 Yes, all children's needs are identified and catered for 3 This happens in certain year groups 2 This happens for certain children 1 This doesn't happen															

Implementation	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Does leadership check implementation of the curriculum for this subject?	3 Yes 2 Just for benchmark year groups 1 No															
Are resources used consistently throughout the school for teaching this subject?	4 Yes, all teachers make good use of resources bought for this subject 3 Some teachers make use of resources bought for this subject 2 Some teachers do not know what resources are available for this subject 1 Teachers do not use the resources bought for this subject															
Is there accountability for this subject across all ages (not just Y2 and Y6)?	2 Yes 1 No															

Implementation	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
How regularly is the curriculum reviewed for weaknesses or barriers to learners?	3 Termly 2 Yearly 1 Longer															
Can leadership talk about what is being taught for this subject?	4 Everyone, including the EP, can 3 Some members of the SLT can 2 The subject leader can 1 No															
Does leadership know what learning looks like for this subject and produce evidence of that?	3 Yes, they know what it looks like and can evidence 2 Yes, they know what it looks like 1No															
Do all teachers in the school feel confident teaching this subject?	3 Yes 2 Some 1 None															

Implementation	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Are resources regularly reviewed on both their cost and impact?	4 Yes, impact is measured each half term, and cost reviewed annually 3 Yes, impact and cost are measured each year 2 We review the cost, but not the impact of resources 1 We renew/add resources without review															
Do SLT have specific time invested in understanding how this subject is being delivered?	4 Yes, and looks at Intent, Implementation and Impact 3 Yes, and looks at Implementation and Impact 2 Yes, but looks just at Impact 1 No															

Impact	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Are there checks by the leadership that the required skills and knowledge are being delivered at each stage of the curriculum for this subject?	3 Yes, EP is aware 2 Yes, by subject leader 1 No															
Do you have a clear process to check what all children know and can do within this subject?	4 Yes, and implemented 3 Yes, but not consistently implemented 2 No, but some teachers have their own process 1 There are no processes in place															
Are all children able to make the same level of progress in this subject?	4 Yes, on the whole, all children make an expected level of progress 3 Most children do; those not have been identified and supported 2 Most children do 1 A significant number are not making expected progress															

Impact	Criteria	Art	Computing	Design Technology	Early Reading	Geography	History	Maths	MFL	Music	PE	PSHE	RE	Reading	Science	Writing
Do children value learning in this subject?	<p>4 All children can explain the impact it will have on their future</p> <p>3 Some children take part in extra-curricular activities linked to this subject</p> <p>2 Some children show interest in this subject outside of school</p> <p>1 There is no evidence of the impact this subject has on children</p>															