



Asterdale Primary School

Curriculum Leadership Policy

In our pursuit of 'everyday excellence' through
high-quality subject leadership

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Approved by:	Governing Body
Date Approved:	July 26
Date of Review:	July 28
Version:	4

We as a school consider our equality duties under the Equality act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

What is curriculum leadership?

Core purpose of the subject leader:

A curriculum leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject. While the Headteacher and governors carry overall responsibility for school improvement, a subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice.

Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils and raise standards of achievement in the school.

A curriculum leader plays a key role in supporting, guiding and motivating teachers of the subject and other adults. Subject leaders evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject. Subject leaders undertake a range of monitoring activities to ensure accurate checking of standards for the quality of education delivery in their subject area, in accordance to the wider whole-school monitoring calendar and cycle. Subject leaders may collaborate on long-term projects / subject priorities with other subject leaders (both internally and across other schools) in steering further improvement and ongoing excellence in their subject area.

Overview

At Asterdale every learner has an entitlement to benefit from curriculum provision and teaching of the highest quality. This policy sets out the criteria that will define the expectations of subject leadership with the aim to improve the involvement of staff and impact on pupils' learning through highly effective Quality of Education standard setting.

In addition to the requirements of a class teacher, subject leaders will ensure that the curriculum and teaching and learning is planned, managed, delivered and monitored to the highest standard in order to secure improvements and achievement for all learners.

The Headteacher, Deputy Headteacher, senior leadership team and other key members of staff will monitor the work of the staff to ensure that this high standard is met. (ECTs are not expected to take up a responsibility for subject leadership during their induction year although they may shadow an existing subject leader in preparation for this role.)

Strategic Direction and Development of the Subject (with the support of, and under the direction of, the Headteacher and senior management team)

Curriculum leaders are expected to:

- articulate the Intent, Implementation and Impact of their subject with clarity and confidence
- understand how their subject contributes to wider whole-school priorities
- understand how their subject reflects the wider whole-school 'Everyday Excellence' vision
- develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
- display an enthusiasm for the subject which motivates other staff, acting as scholars for their subject area and promoting their subject widely across whole-school
- model excellence in their subject area and support colleagues in their subject knowledge
- use relevant school, local and national data to inform targets for development.
- develop action plans for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development/improvement plan.
- monitor progress and evaluate the effects on teaching and learning.

Teaching & Learning and Monitoring:

Curriculum leaders are expected to:

- ensure continuity and progression in the subject (skills and knowledge)
- ensure each unit of work has vocabulary clearly mapped out and ensure this is progressive as children move through the school
- support colleagues in choosing the appropriate sequence of teaching and teaching methods (following the set long-term plan for consistency across school)
- set clear learning objectives through an agreed scheme of work if adopted, developed in line with the school development/improvement plan and national curriculum.
- ensure that adopted schemes of work closely meet the needs of Asterdale learners
- set clear targets for achievement to noticeably improve their subject area
- evaluate progress through the use of appropriate assessments, records and appropriate assessment data analysis
- ensure their subject Intent is clearly understood and consistently implemented across school
- monitor teachers' plans and delivery to ensure consistently good or better Quality of Teaching
- use pupil's work analysis to identify effective practice and areas for improvement.
- follow the monitoring schedule to track and target improvements in learning
- take appropriate action to improve further the quality of teaching and learning for pupils.
- ensure staff are aware of how to make subject specific adaptations for SEND pupils.
- Subject leaders must ensure their subject promotes equality, diversity, and inclusion, and provides access for all pupils regardless of ability, background, or need.
- Collaborate with other colleagues (internal/externally) to drive further change and improvement in their subject area through displaying an openness to continual reflection and refinement of practice and subject leadership

Effective Deployment of Resources

Curriculum leaders are expected to:

- maintain efficient and effective management and organisation of learning resources, by developing or identifying new resources & sign-posting staff to these accordingly
- be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.
- manage the expenditure for their subject including presenting spending plans to Senior Leaders where necessary to articulate implementation rationales
- monitor impact of new initiatives, schemes and resources to ensure best value is gained
- support colleagues to create a stimulating learning environment for the teaching and learning of the subject – promoting subject-specific vocabulary to broaden pupils' knowledge
- upkeep and maintain subject areas of responsibility including documentation expectations on the school website
- take on any additional responsibilities which might from time to time be reasonably determined in relation to their subject area

Evidencing Impact: Curriculum Leadership Folders

As a curriculum leader, it is important to have and regularly update a curriculum leadership folder. Included in this folder should be the following:

- Curriculum Leadership Policy
- Enrichments and their impact
- Subject on a page overview
- Action plan, resource audit and budget plan
- National Curriculum expectations
- Knowledge and skills progression documents
- 1-page document: 3I's – Intent, Implementation, Impact
- Data – teacher assessment
- Current research about the subject – commitment to ongoing CPD
- Pupil voice
- Evidence of any monitoring carried out – including the impact this has had. (see monitoring schedule in appendix one) (*Curriculum leadership folders will be monitored by SLT and owned fully by each subject leader*)

- Monitoring may include / look like:
 - Lesson observations
 - Work scrutiny
 - Pupil voice
 - Planning scrutiny

- (including what you have seen, what this means, what you have done about it and what the impact has been)
- Alongside subject leadership folders, some subject areas will also be supported by a floor- book which showcases subject excellence and the lived pedagogy of each subject through pupil work as well as displaying the ambition for the subject area

Evidencing Impact: External

- Subject leaders may engage in presentations to external to validate progress and standards in their subject area.
- This process is provided by Senior Leaders at key check-points for subject progress in line with the School Improvement Plan to ensure validation of standards against Quality of Education judgment statements.
- This is agreed in advance with Senior Leaders in a supportive process so that subject leaders are best supported in confidently articulating the intent, implementation and impact of their subject

Curriculum Leadership – Monitoring cycle:

(Appendix 1)

Action	Recording	Monitoring
Subject expectations and implementation document publication for subject	Copy on website and in folder	Curriculum Lead check for consistency
Subject Implementation Plan	Copy on website and in folder	Curriculum Lead check for consistency
Review and rewrite action plans.	Copy in your file and email to Curriculum Leader / SLT	Termly folder check.
Ensure all resources are labelled Continue to manage and maintain.		Termly learning walk with learning environment focus.
Update subject policy.	Copy in your file and email to the Headteacher when required	Termly folder check.
Carry out either observations, work scrutinies, planning scrutinies or pupil interviews.	Copy kept in your file and one sent to DE for PM folders.	Termly folder check.
Analysis of end of term data with any action required.	Copy kept in your file and one sent to SLT	SLT review
Resource audit and budget proposal for the following year with expected impact.	Email to SLT Copy kept in curriculum folder in HT office.	SLT review of resources.
Update curriculum information on the website and subject overviews.	Emailed to SLT, then onto office staff for the website.	Termly folder check. Website review by SLT/governors.
For PM meetings, review action plans and provide a written overview of the year to include impact of CPD, resources and monitoring.	Copy kept in your file and emailed to SLT for PM meeting.	PM meeting and SLT analysis.