



Asterdale Primary School

Curriculum Leadership Policy

'Together We Can...'

Be confident, Be excellent, Nurture, Build

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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?

National Standards for Curriculum Leaders - 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. The degree to which a subject leader is involved in monitoring to provide the range of information for evaluation will depend on school policy and be influenced by the size of the school. Although the subject leader will undertake a variety of monitoring activities.

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. 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 'Together we Can' 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
- 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.

- provide information on the subject for the Headteacher and SLT. (see *monitoring schedule appendix one*)

Teaching & Learning and Monitoring:

Curriculum leaders are expected to:

- ensure continuity and progression in the subject (skills and knowledge)
- support colleagues in choosing the appropriate sequence of teaching and teaching methods.
- 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 regular yearly analysis of this data (where appropriate)
- ensure their subject Intent is clearly understood and consistently implemented across school
- monitor teachers' plans and delivery to ensure excellent 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.

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 including ICT.
- 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 the subject
- 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
- take on any additional responsibilities which might from time to time be reasonably determined

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

Curriculum Leadership - Yearly Monitoring Schedule

(Appendix 1)

Term	Action	Recording	Monitoring
1	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.
2	Update 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
3	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.
	Carry out either observations, work scrutinies, planning scrutinies or pupil interviews.	Copy kept in your file and one sent to SLT for PM folders.	Termly folder check.
4	Carry out either observations, work scrutinies, planning scrutinies or pupil interviews. Analysis of end of term data with action required.	Copy kept in your file and one sent to SLT Copy kept in your file and one sent to SLT	Termly folder check. SLT review
	Update curriculum information on the website and subject overviews.	Emailed to SLT, then onto office staff for the website. Copy kept in curriculum folder in office.	Termly folder check. Website review by SLT/governors.
5	Carry out either observations, work scrutinies, planning scrutinies or pupil interviews.	Copy kept in your file and one sent to SLT for PM folders.	Termly folder check.
	For PM meetings, review action plans and provide a written overview of the year to include impact of CPD, resources and monitoring. Analysis of end of term data with action required.	Copy kept in your file and emailed to SLT for PM meeting. Copy in folder and one emailed to SLT	PM meeting and SLT analysis. SLT analysis