



Mayfield Primary School

20: Subject/Middle Leadership Handbook



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SUBJECT/MIDDLE LEADERSHIP

(A not wholly exhaustive list of actions.)

Measure the impact of the curriculum and teaching/learning approach by:

- + Monitoring the quality, consistency and compliance of current provision across school.
- + Validating and triangulating the position of your subject in school at a given time.
- + Monitor the impact of teaching on pupil progress and outcomes.
- + Understand and articulate pupil achievement (particularly in relation to English and Mathematics).
- + Monitor implementation of our planned curriculum - ensuring curriculum coverage in line with the National Curriculum
- + Deeply understand Subject Overview, Intent Statements & Progression and Milestones documents.
- + Communicate the position of the subject to stakeholders.
- + Seek next practice in their subject.
- + Refine and develop subject policy in line with whole school teaching & learning.
- + Take part in leadership activities as planned.
- + Promote your subject (including website – as required - and understanding of what is on there).
- + Monitor resources in the subject (but not necessarily responsible for all orders).
- + Maintain the subject progression display.

This document is intended to act as a practical toolkit to aid your work across the year. School leaders will attempt to provide release time to undertake some of this work but managing all aspects of subject leadership cannot be undertaken solely through release time within the school day. Specific requests for additional time, beyond that already allocated, to undertake work are welcomed and, if possible, will then be allocated by HT/DHT. Please identify these within subject action plans and within appraisal objective evidence forms and raise them at the first opportunity. All requests are obviously dependent upon school having sufficient staffing and resources. External CPD will also be available to guide and support subject/middle leaders own development.



SUBJECT/PHASE MONITORING & DEEP DIVES

SUBJECT/PHASE LEADER ACTIVITIES & QUESTIONS

What we need to ask & consider.

PUPIL INTERVIEW

- Do the children have a positive perception of the subject?
- What support do they perceive to have during lessons?
- Do they feel to learn through a variety of teaching methods?
- How do the children know what progress they have made?
- What happens if they don't understand an activity?

BOOK LOOKS

- What is the quality of work presentation?
- What is the quality of work produced?
- Has the work a clear intended learning outcome?
- Does the work follow a sensible pathway / progression? e.g. 'Talk me through the book, what can I see?'
- Where will the learning go from here?
- Are a range of teaching methods used? e.g. drama, I.C.T.
- Do the plans match the outcome?
- Is there progression in the outcomes during the year?
- Is there differentiation evident within the work?
- Is there SEND appropriate work?
- Has a staff member appropriately marked the work?
- Is the work challenging?

CLASS SWEEPS

- How does the lesson fit in with the overview for your subject?
- Is the correct vocabulary being used?
- Are the children learning new knowledge and skills?
- Does the teacher's questioning encourage learning and enquiry?
- Is the teacher's subject knowledge good?
- Is there appropriate pace and independence to the learning?

ENVIRONMENT WALKS

- Does the classroom environment meet our agreed expectations?
- Does the classroom environment support current learning?
- Is the classroom environment contemporary?
- Does the classroom environment show progress in language, models and structures as we move through school?
- Is the classroom accessible? Does it foster independence? Is it clearly labelled?
- Does the corridor environment celebrate outcomes, demonstrate individual progress and reflect the full curriculum?



SUBJECT/PHASE MONITORING & DEEP DIVES

DEEP DIVE QUESTIONS

So as a result of our monitoring do we know....?

Planning and Organisation

- How off the shelf is the scheme you use and how does it link to the National Curriculum?
- How do class teachers know what went before in previous years?
- How is your curriculum coverage progressive throughout the school?
- What are the strengths/areas of development in your subject?
- How do you plan to ensure good progress?
- How do you know this is happening across the school?
- How do you know there is progression throughout the school?
- What is happening in Early Years related to your subject?
- What's on your action plan this year?

Teaching, Lessons & Environment

- What does a lesson look like for your subject?
- What resources do you have?
- How do you know the work is year group relevant?
- How do you make sure that children who get 'stuck' feel supported in lessons by other teachers?
- How do staff differentiate in your subject?
- How, as subject lead, do you know what is happening across the school?
- How do you use the community, trips and visitors in your subject?
- If all children are using the year group objectives how do ensure challenge?
- How are SEND pupils supported?
- How do you provide for Pupil Premium pupils?
- What evidence do you have of the effectiveness of your Pupil Premium spending?

Assessment

- How are end of term assessments fed back into teaching and learning?
- How do you ensure accurate assessment?
- What interventions are carried out in the school?
- How are gaps in learning filled?
- How are assessment results fed back into teaching and learning?
- Do you feel supported (by curriculum leaders and senior leaders)?
- Do you feel you have been given all the tools you need to do this role?

Training

- What CPD provision do you have for all staff?
- How do you support new staff?
- How do you ensure teachers and TAs have the required subject knowledge?
- What training/support have you received?

Going Forward

- What aspirations do you have for these children?
- What on your subject action plan is a priority?
- What do you feel will be on your next action plan?
- How will you continue to develop the subject?

QUESTIONS FOR THE COORDINATOR DURING A DEEP DIVE WALKAROUND

- Where is the strongest teaching of your subject?
- Will teaching of your subject be at the same level across school?
- What would you expect the teaching assistant to be doing during the lesson?
- Will the correct vocabulary for the topic be used?
- Will the teacher's questioning encourage learning and enquiry?
- Does the teacher have strong subject knowledge? How have you ensured this?
- Are the children learning new knowledge/skills? How is this being evidenced?



PROFORMA A

PUPIL INTERVIEW

Do the children have a positive perception of the subject?	
What support do they perceive to have during lessons?	
Do they feel they learn through a variety of teaching methods?	
How do the children know what progress they have made?	
What happens if they don't understand an activity?	



PROFORMA B

BOOK LOOKS

What is the quality of work presentation?	
What is the quality of work produced?	
Has the work a clear intended learning outcome?	
Does the work follow a sensible pathway / progression? e.g. 'Talk me through the book, what can I see?'	
Where will the learning go from here?	
Are a range of teaching methods used? e.g. drama, I.C.T.	
Do the plans match the outcome?	
Is there progression in the outcomes during the year?	
Is there differentiation evident within the work?	
Is there SEND appropriate work?	
Has a staff member appropriately marked the work?	
Is the work challenging?	



PROFORMA C

CLASS SWEEPS – NOTES TEMPLATE

Subject	Date/s	Time/s	Classes Visited			
			EYFS		4	
			1		5	
			2		6	
			3		OTHER	
Subject /Phase Leader Possible Question Prompts How does the lesson fit in with the overview for your subject? Is the correct vocabulary being used? Are the children learning new knowledge and skills or revisiting/recapping necessary areas? Does the teacher's questioning encourage learning and enquiry? Is the teacher's subject knowledge good? Is there appropriate pace and independence to the learning?						
Key Line/s of Enquiry (Maximum 2 – Recommended 1) * *						
Time	REMEMBER: CAUSE AND EFFECT – ACTIONS IMPACTING ON LEARNING.					



PROFORMA D

ENVIRONMENT WALKS

Does the classroom environment meet our agreed expectations?	
Does the classroom environment support current learning?	
Is the classroom environment contemporary?	
Does the classroom environment show progress in language, models and structures as we move through school?	
Is the classroom accessible? Does it foster independence? Is it clearly labelled?	
Does the corridor environment celebrate outcomes, demonstrate individual progress and reflect the full curriculum?	



PROFORMA E

DEEP DIVES- SUBJECT LEADER RESPONSE TEMPLATE

PLANNING OF SUBJECT & ORGANISATION	
How off the shelf is the scheme you use and how does it link to the National Curriculum?	
How do class teachers know what went before in previous years?	
How is your curriculum coverage progressive throughout the school?	
What are the strengths/areas of development in your subject?	
How do you plan to ensure good progress?	
How do you know this is happening across the school?	
How do you know there is progression throughout the school?	
What is happening in Early Years related to your subject?	
What's on your action plan this year?	
TEACHING, LEARNING, LESSONS, ENVIRONMENT	
What does a lesson look like for your subject?	
What resources do you have?	



How do you know the work is year group relevant?	
How do you make sure that children who get 'stuck' feel supported in lessons by other teachers?	
How do staff differentiate in your subject?	
How, as subject lead, do you know what is happening across the school?	
How do you use the community, trips, visitors in your subject?	
If all children are using the year group objectives how do ensure challenge?	
How are SEND pupils supported?	
How do you provide for Pupil Premium pupils?	
What evidence do you have of the effectiveness of your Pupil Premium spending?	
ASSESSMENT	
How are end of term assessments fed back into teaching and learning?	
How do you ensure accurate assessment?	
What interventions are carried out in the school? *IF RELEVANT	
How are gaps in learning filled? *IF RELEVANT	



How are assessment results fed back into teaching and learning?	
Do you feel supported (by curriculum leaders and senior leaders)?	
Do you feel you have been given all the tools you need to do this role?	
TRAINING/ CPD	
What CPD provision do you have for all staff?	
How do you support new staff?	
How do you ensure teachers and TAs have the required subject knowledge?	
What training/support have you received?	
GOING FORWARD	
What aspirations do you have for these children?	
What on your subject action plan is a priority?	
What do you feel will be on your next action plan?	
How will you continue to develop the subject?	



QUESTIONS FOR THE COORDINATOR DURING A DEEP DIVE WALKAROUND

Where is the strongest teaching of your subject?	
Will teaching of your subject be at the same level across school?	
What would you expect the teaching assistant to be doing during the lesson?	
Will the correct vocabulary for the topic be used?	
Will the teacher's questioning encourage learning and enquiry?	
Does the teacher have strong subject knowledge? How have you ensured this?	
Are the children learning new knowledge/skills? How is this being evidenced?	



PROFORMA F

SUBJECT LEADER SELF-EVALUATION				
NAME:	DATE:			SUBJECT:
ASPECT	NOT AT ALL	PARTIALLY	FULLY	EVIDENCE/COMMENT
I have monitored the outcomes in my subject area.				
I have acted upon the findings of my monitoring.				
I have evidence to show my monitoring and final judgements.				
I have a clear picture of coverage in my subject across school.				
I know what the current overall standards of work are in my subject.				
There is a clear action plan to address areas for development.				
I am aware of how more able pupils are challenged in my subject.				
I have an overview of what professional development has taken place in my subject.				
I have an understanding of what professional development is needed to support my subject.				
I am effective in supporting colleagues in my subject.				
I am clear about the requirements of my role as subject leader.				
I am ready to take on board whole school projects to move my subject forward.				
I know how many children are working at expected levels in my subject.				
I get support from the SLT to carry out my leadership role.				

PROFORMA G (GEOG EXAMPLE ONLY)

GEOGRAPHY: STAGE THREE CURRICULUM ACTION PLAN

M = MONITORING ACTIVITY

CPD=INDIVIDUAL/STAFF TRAINING

R=RESOURCES

Current Priorities:

- 1) The curriculum developments using Concept Guides to support teacher and other adults subject knowledge.
- 2) The use of maps across school and how we can ensure it is progressive and part of identified units.
- 3) Upskilling colleagues upon latest fieldwork disciplinary approaches for their identified units.

Focus	Priority	Key Action/s	When/How	Resources	Measuring Progress: Milestones & Dates (RAG Rated)
CPD	2	Identified Digimaps as a helpful online resource for map work across school.	Previous subscription reviewed and fresh deal in place at appropriate school level for 2023/2024.	Outside of class time. Small subscription cost is annually in budget for curriculum support.	
CPD	2	Reviewed the current stock of atlases and their progression across school. I needed to know how these documents built through school and their presence in geography stations. Pupil Voice activity across school.	Used leadership time to assess this resource and its impact. Pupil Voice – identified within release time.	Class Cover – TA3	
CPD	2	Purchased relevant globe and atlas resources to supplement current numbers. Replacing any deemed old or out of date.	Identify and liaise with office on purchase of items during subject leader release time.	£300 ring-fenced additionally to top up resources as required and £150 for fieldwork course from curriculum budget.	
CPD	2	Identify and attend fieldwork training as we search to upgrade subject knowledge in this particular discipline.	Date identified finally! November 19 th 2024	Class Cover: HLTA	



PROFORMA H

WHAT DOES THE TEACHING AND
ENVIRONMENT TELL ME?

SUBJECT:
LEADER:
DATE:

SUMMATIVE JUDGEMENT: WHERE IS MY SUBJECT & WHAT CAN WE DO NEXT?

WHAT DO THE CHILDREN
TELL ME?

WHAT DO THE
OUTCOMES TELL
ME?

PROFORMA J

'Note here where you have provided help/support/guidance during the course of the last academic year as subject leader.'

Science

