## Subject:

|  | **Developing**  Characteristics in this band include: | **Embedding**  Characteristics in this band include: | **Leading**  Characteristics in this band include: |
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| **Curriculum**  Scope | * Leaders are working to ensure the subject curriculum matches the National Curriculum * Timetable constraints results in coverage that is variable across years but becoming more consistent * Plans for challenge are in the early stages * Components (Individual pieces of knowledge) are adequately planned to equip pupils with knowledge | * The ambition for subject curriculum adopted/ constructed matches or exceeds the National Curriculum * The subject curriculum is ambitious and designed to give children, particularly PP. the knowledge, self-belief and culture capital they need to succeed in life (Graded) * Careful allocation on the timetable results in coverage of subject that is meaningful across years * Appropriate challenge is in place to meet the demand of the curriculum end points * Components (individual pieces of knowledge) are well planned to equip pupils with knowledge to succeed in life | * The subject curriculum is ambitious and sequenced content adopted/ constructed exceeds the National Curriculum * The subject curriculum is embedded securely and consistently. It is designed to give children, particularly PP. the knowledge, self-belief, cultural capital they need to succeed in life, SEND achieve exceptionally well (Graded) * Creative allocation on the timetable results in quality coverage that is meaningful across years * Innovative strategies are in place to challenge pupil to meet and exceed the demand of the curriculum endpoints * Components (individual pieces of knowledge) are planned to a high standard to equip pupils with knowledge to succeed in life |
| Sequencing  *Why this? Why now?* | * Lesson visits, books and pupil/ teacher voice show that the curriculum is planned and sequenced adequately with some gaps to eradicate so some of the new knowledge and skills build on what has been taught before and towards clearly defined endpoints * Leaders can identify some typical gaps and the curriculum is well-sequenced to address typical gaps in pupils’ knowledge and skills | * Lesson visits, books and pupil/ teacher voice show that the curriculum is planned and sequenced well so **most** new knowledge and skills build on what has been taught before and towards clearly defined endpoints. * Sequence of subject content at different scales is considered within the lesson sequence; topic; year or phase * Leaders/teachers can identify typical gaps; the curriculum is well sequenced to address typical gaps in pupils’ knowledge and skills. | * Lesson visits, books, and pupil/ teacher voice show that the curriculum is extremely well planned and sequenced well so **all** new knowledge and skills build on what has been taught before and towards clearly defined endpoints * Leaders/ teachers can identify typical gaps and the curriculum is carefully and meticulously sequenced to address typical gaps in pupils’ knowledge and skills |
| Knowing more, remembering more,  being able to do more | * Through discussions, some pupils can remember, long-term, crucial content needed for subsequent learning * Some teachers check which knowledge components are secure, missing/ not automatic * Through lesson visits and pupil discussions, pupils can demonstrate components are remembered when looking backward and forward | * Through discussions, the majority of pupils can remember long-term, crucial content needed for subsequent learning * Most teachers check which knowledge components are secure, missing/ not automatic; strategies are evident * Through lesson visits and pupil discussions, pupils can confidently demonstrate components are remembered when looking backward and forward | * Through discussions, vast majority of pupils can remember long-term, crucial content needed for subsequent learning * Most teachers check which knowledge components are secure, missing/ not automatic; strategies are evident and exemplary -best practices shared beyond the subject * Through lesson visits and pupil discussions, pupils can confidently demonstrate components are remembered when looking backward and forward and articulate learning |
| **Catholicity and Enrichment** | * Sound links with the faith dimension of the school are evident; values, vision, mission and aims alongside British values *(tolerance, rule of law, individual liberty, democracy, and mutual respect are reflected)* * The opportunities to enhance SMSC through the subject are of good quality (Graded Personal development). * Cultural capital is planned through opportunities to equip pupils with the relative knowledge/cultural capital to succeed in life. * Purposeful links are made with Vocations (CSI) and careers (Gatsby Benchmark at Secondary) | * Purposeful links with the faith dimension of the school are evident; values, vision, mission, and aims alongside British values *(tolerance, rule of law, individual liberty, democracy, and mutual respect are reflected)* * The opportunities to enhance SMSC through the subject are of a high quality (Graded Personal development) * Cultural capital is accumulated through opportunities to equip pupils with the relative knowledge/cultural capital to succeed in life. * Purposeful links are made with Vocations (CSI) and careers (Gatsby Benchmark at Secondary) | * Purposeful and effective links with the faith dimension of the school are evident; values, vision, mission and aims alongside British values *(tolerance, rule of law, individual liberty, democracy, and mutual respect are reflected)* * The opportunities to enhance SMSC through the subject is of an excellent quality (Graded Personal development) * Cultural capital is accumulated through opportunities to equip pupils with the relative knowledge/cultural capital to succeed. * Purposeful links are made with Vocations (CSI) and careers (Gatsby Benchmark at Secondary) |
| **Pedagogy** | * The Subject Leader/ Head of Department has a basic set of teaching styles and is able to determine the balance of child centred/ teacher centred approach. * The Subject Leader/ Head of Department has a working knowledge of Teaching theory e.g. Rosenshine’s principles and how this improves outcomes for pupils | * The Subject Leader/Head of Department includes appropriate teaching styles for the subject curriculum and can determine the balance of child centred/ teacher-centred approach. * Activities are carefully planned to avoid overloading working memory * The Subject Leader/ Head of Department has a secure knowledge of Teaching theory e.g. Rosenshine’s principles and how this improves outcomes for pupils | * The Subject Leader/ Head of Department includes appropriate teaching styles for the subject curriculum and is able to determine the balance of child centred/teacher-centred approach. * The well-planned activities contribute to pupils effectively using their long-term memory * The Subject Leader/ Head of Department has an excellent knowledge of Teaching theory e.g. Rosenshine’s principles and how this improves outcomes for pupils by adapting to the subject |
| **Assessment** | * Formative assessment is in early stages of development; teachers beginning to check that curriculum components have been remembered * Summative assessment is in early stages of evaluating pupil learning | * Formative assessment is evident; teachers beginning to check that curriculum components have been remembered * Summative assessment is in embedded in evaluating pupil learning (knowledge that is retained and recalled); this is benchmarked in some way * Good use is made of external validation where appropriate. | * Formative assessment is well developed; teachers beginning to check that curriculum components have been remembered * Summative assessment is well embedded and effectively evaluates pupil learning; this is benchmarked within and beyond the school * Good use is made of external validation where appropriate and leaders themselves may provide external validation |
| **Climate** | * There is a developing culture where pupils are showing enjoyment/ reasonable engagement in the subject | * Majority of teachers demonstrate confidence and secure subject knowledge getting the best from their pupils most of the time; independence is encouraged * Positive strategies are evident when pupils display low effort/ outcomes in a lesson or home learning which are shared beyond the year group/ subject. * Opportunities for reading are evident and access to Tier 2/ 3 vocabulary is established (Graded) | * Vast majority of teachers demonstrate confidence and secure subject knowledge getting the best from their pupil; independence is actively encouraged * Positive strategies are evident when pupils display low effort/ outcomes in lesson or home learning which are shared beyond the year group/ subject and externally. Pupils’ work across the curriculum is consistently of a high quality (Graded). * Opportunities for reading are evident and access to Tier 2/ 3 vocabulary is established (Graded) |
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| **Internal and external support** | * The Subject Leader, if appropriate, is receiving external support to shape the Intent, Implementation and Impact **(see appendix of System Leadership)** This maybe from within the MAC or Teaching School Hub * Teachers are receiving external support or high levels of internal support in training packages and subject knowledge enhancement | * The subject leader checks Intent, Implementation, and Impact against other examples to ensure best practice * The subject leader is effective in horizon scanning and keeping abreast of best practices and the latest research * Teachers are accessing ongoing high-quality support internally to push the subject forward and secure consistency. | * The subject leader is confident to review/ refine the Intent, Implementation, and Impact. * The subject leader is effective in horizon scanning and keeping abreast of best practices latest research; subject leader is outward facing (Specialist Leader of Education forging networking links. * Teachers are accessing ongoing high-quality support internally to push the subject forward through innovation; consistency is evident. |
| **Observable features** | * The Leader, with support has an action plan and clear audit of resources. * The Leader receives/ sources/ acts upon external support where appropriate to develop the subject. | * The Leader has an effective action plan and a clear audit of resources. * Leader is beginning to look outward for the latest developments. * Is an active member of subject networks locally and/or seeks information/ support from online sources. * Leader has engaged with Governance to demonstrate impact of curriculum | * Subject Leader/ Head of Department is outward-facing and actively networks both online and through system leadership/ attendance of CPD. An effective action plan is in place to capture evaluation. * Research underpins Intent and Implementation. * Leader is a member of national associations to ensure horizon scanning. * Leader is confident in delivering Subject Knowledge Enhancement and training. |

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| **Subject Leader Action Plan (2023 - 2024)** | | | | | | | | | |
| **Area:** |  | | **Completed by**: | |  | | **Quality assured by:** | |  |
| **Subject evaluation**  *(Based on attached sheet)* | | | **Developing** | | | **Embedding** | | | **Leading** |
| **Evaluation of 2022/2023** What were the successes? | |  | | | | | | | |
| **Priorities for 2023/2024** | | **School Specific Inquiry Area**  What is the key, identified area of focus for your subject within your setting?   * To   **MAC-wide Inquiry Area**  What has been identified as the MAC area of focus?  **Other**  Are there any other key areas to be developed as a priority? | | | | | | | |
| **Leadership development** | |  | | | | | | | |
| **Quality assurance**   * **Management** – auditing, resourcing, policy writing, ongoing tasks * **Strategic -** reviewing Intent/ Implementation/ Impact, leading on teaching styles/ theory or assessment, staff training or subject   knowledge enhancement, research, horizon scanning, external support, enrichment, personal development/ Child charter links; Catholicity/ SMSC/ BV opportunities   * **Monitoring -** pupil/ staff voice, work sampling, data analysis, environment check, moderation, surgeries, pupil shadowing for half day/ day/ * **Learning-** checking the sequence and retention of components and their contribution to the composite within the subject, checking the provision and outcomes for SEND/ disadvantaged/ more able/ lowest 20% readers/ what is it like to be a pupil studying this subject? | | | | | | | | | |
| Activities/ tasks to support leadership and management of subject (rag rate) | | | | | | | |  | |
| **Autumn 2023** | | | | **Spring 2024** | | | | **Summer 2024** | |
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| At the end of each term, the Subject leader is to RAG rate the planned activities as completed or ongoing | | | | | | | | | |