



Curriculum Subject Monitoring Policy

Adopted by Governing Body: 23.05.17

Reviewed by Governing Body: 07.07.2020

Cycle of review: 3 years

Statutory Policy: No

UN Convention on the Rights of the Child (Article Numbers: 28, 29)

Introduction

Subject monitoring is the process of gathering information to provide an overview of a subject area, which will allow informed decisions to be made to guide future planning and development within the school.

Rationale

We undertake curriculum subject monitoring to:

- Inform future planning and development work.
- Ensure the subject co-ordinator has an overview of the teaching of their subject throughout the school.
- Provide support to staff, develop the subject and ensure adequate resources are in place to teach the subject effectively.
- Provide information for interested parties (e.g. parents/carers and Governors)
- Meet the requirements set out within the OFSTED framework that require schools to monitor teaching and learning.

Roles and Responsibilities

The subject co-ordinator is responsible for giving support and direction to colleagues with regard to subject management, delivery and development. This role is informed by monitoring at a variety of levels, including classroom observations or drop-ins, book scrutiny information, Governor visits and anonymised observation feedback.

The role of the subject co-ordinator

- Provide leadership and direction for the subject
- Play a major role in the development of school policy and practice, guiding and motivating teachers and support staff
- Remain up to date with developments in the subject area
- Write or guide staff with the content of schemes of work for the subject
- Establish and implement clear policies and practices for assessing, recording and reporting
- As part of ongoing and focused monitoring, ensure curriculum coverage, continuity and progression and secure high standards of teaching and learning
- Where possible lead in service and professional development training in the subject
- Establish and monitor which resources are needed and manage a subject budget
- Report to the curriculum and full governors as necessary
- Compile and maintain a portfolio of evidence relating to the subject
- Evaluate the effectiveness of the curriculum, teaching and learning, formulating and evaluating targets to inform future priorities and targets

Schemes of Work

The subject co-ordinator is responsible for ensuring a progressive curriculum is in place and the curriculum content is covered over each key stage cycle as part of the Long Term Plan.

The role of the Governing Body

The Governing Body's sub-committee responsible for the curriculum will receive reports from subject leads at the end of a school year. Reports will be issued to governors in accordance with their subject(s) involvement.

Implementation

The model of monitoring curriculum subjects adopted has been designed to:

- Provide subject co-ordinators with useful information regarding the teaching, learning and management of their subject across the school.
- Be realistic in terms of time commitments for subject co-ordinators.
- Be a positive information gathering experience for all participants.

In order to make the process manageable for both subject co-ordinators and class teachers a rolling programme of subjects will be monitored so that there are a maximum of three subjects being monitored in depth in any year.

Data collection occurs at the end of each term and interventions planned for the forthcoming term.

It is recognised that whilst a framework for monitoring is outlined in this policy there will be some variations in the procedures according to the nature of the subject area.

The Monitoring Process:

The subject co-ordinator reflects on:-

- Opportunities to develop the subject.
- Projected links to future topics.
- Quality of planning.
- Resources required to teach effective lessons.

The process of classroom observations (drop-ins) should be as constructive and positive for both the observed teacher and the observer. The information gained should be used to support the process of subject monitoring and development. To support this process, '*Protocols for observations by subject co-ordinators*' are in place and should guide implementation. (Appendix 1)

- Observations are made against a set list of criteria (Appendix 2) which focuses on the subject rather than the quality of teaching.
- Observations should last no more than 30 minutes.
- Each Key Stage should be observed once in each cycle where the subject is taught.
- Brief feedback should be given soon after the observation.
- At the end of every academic year there will be an opportunity for subject leads to examine and analyse the end of year pupil progress data. (Appendix 3)
- The information gathered should be summarised and reported in the final subject monitoring report (Appendix 4) following discussion with the class teachers.

Subject Monitoring – Reporting to Governors

The subject co-ordinator completes the Final Subject Monitoring report to Governors under the headings identified. These are gathered in by the headteacher and submitted to Governors in July each year.

Subject co-ordinator file

All evidence gathered will be kept in the subject co-ordinators leadership folders.

Appendix 1 of the Curriculum Subject Monitoring Policy

Protocol for observations (drop-ins) by subject co-ordinators

The process of classroom observation should be as constructive and positive for both the observed teacher and the observer. The information gained should be used to support the process of subject monitoring and development.

When observations take place it is important that the following guidelines are adhered to.

- The focus of the observation should be clear to both parties.
- The observer should not interact in the session unless invited.
- The observer should not intervene in behaviour management unless requested by the teacher, or there is a health and safety issue.
- The agreed dates and times of observation and the observation duration must be adhered to unless there is just reason.
- The observer should make their presence in the classroom low key.
- Brief verbal feedback should be given as soon, as is practically possible. The information from the observation should feed into the end of year report to Governors.
- Constructive feedback is given to colleagues and where appropriate positive suggestions are made and discussed.
- The written observation sheet should be shared as soon as possible after completion, and the content discussed and agreed by both parties. Any disagreement between the observer/ e.g. should be noted in the comments section.
- Paperwork relating to the observation will form part of the documentation for subject monitoring. It will be shared with relevant people, with appropriate professional discretion.
- When the LA (or SLT) completes subject monitoring observations then the subject monitoring observation only should be discussed with the subject co-ordinator.

Appendix 2 of the Curriculum Subject Monitoring Policy

Subject co-ordinator paired lesson observation

Teacher:

Observer:

Subject:

Date:

	<u>Yes/No</u>	<u>Comments</u>
Is the LO shared with pupils so that they understand what they are doing?		
Is the medium term plan adhered to and matched to the LTP?		
Is subject knowledge secure? Are there any training needs?		
Are the activities challenging and motivational?		
Are subject specific resources being used? If not, why not?		
Are there opportunities to develop communication/literacy?		
Are there opportunities to develop numeracy?		
Do the staff know each pupil's SEND?		
Does the additional support in the class improve learning?		

Does the additional support in class increase the pupils' independence?		
Is there evidence of pupils making choices?		
Is there evidence of pupils making decisions?		
Is there evidence of effective feedback by the teacher to the pupils?		

What went well?

Even better if....

Teacher Reflection:

Appendix 3 of the Curriculum Subject Monitoring Policy

Subject, Department, Responsibility Reviews - Observation, Analysis and Evaluation of Data

Reviewee:
Area:
Date:

Please report on your exploration of your Subject, Department or Responsibility under the following headings:

Gender

There are ? females; ? boys (? pupils in total)

	Girls	Boys
Key Stage 1	?	?
Key Stage 2	?	?
Key Stage 3	?	?

Key Stage 1

- ? girls made the expected level of progress for the year.
- ? girls made below expected level of progress for the year.
- ? boys made the expected level of progress for the year.
- ? boys made below expected level of progress for the year.

Key Stage 2

- ? girls made the expected level of progress for the year.
- ? girls made below expected level of progress for the year.
- ? boys made the expected level of progress for the year.
- ? boys made below expected level of progress for the year.

Key Stage 3

- ? girls made the expected level of progress for the year.
- ? girls made below expected level of progress for the year.
- ? boys made the expected level of progress for the year.
- ? boys made below expected level of progress for the year.

1. Observations: What are the patterns and trends?
2. Analysis: Why is this happening?
3. Evaluation: How will this influence your decisions?

Looked After Children

There are ? LAC pupils (? pupils in total)

Key Stage 1

? LAC made the expected level of progress for the year.

? LAC made below expected level of progress for the year.

Key Stage 2

? LAC made the expected level of progress for the year.

? LAC made below expected level of progress for the year.

Key Stage 3

? LAC made the expected level of progress for the year.

? LAC made below expected level of progress for the year.

1. Observations: What are the patterns and trends?
2. Analysis: Why is this happening?
3. Evaluation: How will this influence your decisions?

English as an Additional Language

There are ? EAL pupils (? pupils in total)

Key Stage 1

? EAL made the expected level of progress for the year.

? EAL made below expected level of progress for the year.

Key Stage 2

? EAL made the expected level of progress for the year.

? EAL made below expected level of progress for the year.

Key Stage 3

? EAL made the expected level of progress for the year.

? EAL made below expected level of progress for the year.

1. Observations: What are the patterns and trends?
2. Analysis: Why is this happening?
3. Evaluation: How will this influence your decisions?

Pupil Premium

There are ? PP pupils (? pupils in total)

Key Stage 1

? PP made the expected level of progress for the year.

? PP made below expected level of progress for the year.

Key Stage 2

? PP made the expected level of progress for the year.

? PP made below expected level of progress for the year.

Key Stage 3

? PP made the expected level of progress for the year.

? PP made below expected level of progress for the year.

1. Observations: What are the patterns and trends?
2. Analysis: Why is this happening?
3. Evaluation: How will this influence your decisions?

Key Priorities:

What are your key priorities following the scrutiny of data?

- 1.
- 2.
- 3.

Appendix 4 of the Curriculum Subject Monitoring Policy

Final subject monitoring report to Governors

Subject:	
Subject Co-ordinator:	
Monitoring Dates:	
	Comments
Subject Content and Coverage across Key Stages:	
Teacher(s) knowledge:	
Subject resources:	
Medium Term Planning:	
Assessment, Recording and Reporting:	
Implications for training:	
Areas of Strength	Areas for development