



# Subject Leader Handbook

---

August 2025

Our vision is to enable all to flourish.



## **Contents**

1. Overview
2. Subject Leader Responsibilities
3. Subject Leader Journey
4. Self-Evaluation
5. Planning and evaluation rationale
6. Subject leadership document
7. Assessment
8. Resources
9. Continuous Professional Development and Learning (CPDL)
10. Job Description
11. Example Proformas

## From the Deputy CEO

At DGAT, our vision for teaching and learning is rooted in the unwavering belief that every child, regardless of their background, ability, or need, deserves an education that inspires, challenges, and nurtures them to flourish. The Diocese of Gloucester Academies Trust has children at the heart of all decision making. Together the Trust Board, central team, and school communities form one organisation focussed on providing children of all faiths, and no faith, with excellent educational provision in a caring and supportive Christian ethos. This handbook is essential reading in outlining some of the key elements that will support you in your role as Subject Leader within the Trust.

Central to our approach is Ron Berger's *Ethic of Excellence*, which reminds us that excellence is not an act, but a habit, cultivated through high expectations, purposeful craftsmanship, and a deep sense of pride in learning. We believe that when children are given the right conditions, supportive relationships, meaningful work, and the opportunity to reflect and refine, they rise to meet the highest standards. This ethic is not reserved for a few; it is the entitlement of every learner, including those with special educational needs and disabilities (SEND), whose unique strengths and perspectives enrich our community.

*"Once a student sees that he or she is capable of excellence, that student is never quite the same. There is a new self-image, a new notion of possibility. There is an appetite for excellence." — Ron Berger, An Ethic of Excellence*

The Trust is committed to enabling each school to determine its own broad and balanced curriculum, so that it meets local need and context. This is within the wider context of the Trust's overall curriculum statement. Headteachers must ensure that the both the Trust and school's agreed distinctive Christian vision underpins its curriculum. The curriculum will be taken from the National Curriculum. The Trust's teaching and learning strategy sets out the overview of our key principles for curriculum design.

Leaders make sure that the curriculum is at least as ambitious in breadth and depth as the national curriculum, for all pupils. Subject/area curriculums are well designed to build pupils' knowledge and skills sequentially and cumulatively. Subject/phase leaders have the expertise and/or support they need to ensure that the curriculum achieves its aims. Leaders make sure that the curriculum allows enough time for teaching, practising and revisiting content, and for addressing any gaps in pupils' knowledge as quickly as possible.

Headteachers are responsible for ensuring the intent and implementation that they set out for their community in each aspect of the curriculum transfers through a coherently planned, progressive and sequenced cycle of learning. This should enable pupils to have the right knowledge and skills to enable them to move onto the next step in their learning. This will lead to high outcomes for pupils from EYFS to Year 6.

As Subject Leaders you have a vitally important role in making sure that you have made sure that subjects are planned carefully to enable pupils to learn the key knowledge and skills that will support them in their next step of learning. Alongside this, you will also have built in opportunities for pupils to revisit prior learning to ensure that this sinks into their long-term memory. However, you plan your curriculum, and whatever pedagogical methods you choose to apply to deliver it, we are all working towards:

- educational excellence with the needs of the child at the heart of our decision making
- high expectations matched with nurture, support, and challenge to enable staff and pupils to reach their full potential
- equal value placed on all members of the Trust community
- celebration of success
- high moral and ethical standards
- excellent pupil outcomes.

This year we have introduced PiXL across the Trust. This new leadership tool will enable all of us to further our own leadership skills as well as supporting outcomes for pupils to improve through the use of raising standards meetings, as well as support from PiXL for interventions (therapies) and suggested adaptations to our curriculum. The School Effectiveness Handbook sets out how PiXL should be used across the Trust. This handbook brings together the key tools that will help you deliver, monitor and ensure effectiveness in your subject.

All of the documents contained in the appendices are on the members section of the Trust website as well as in the Trust Subject Leader Teams channel. There is a vast array of useful documents to support you and your leadership. This is not an exhaustive guide. The most important thing is that there is a consistency in approach across school, with all subject leaders empowered to have a positive impact on standards in their subject.

I hope you find this document useful.

With my thanks for the subject leadership, you provide for the staff and children across the DGAT family.



Helen Springett – Deputy CEO

## **1.0 Overview**

- 1.1 The role of a subject leader is to provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils regardless of their starting points. School effectiveness is a continuous cycle, and your plans and actions will reflect this.
- 1.2 Your role as Subject leader is to ensure that to the best of your ability, the curriculum you have agreed and put in place is lived out and supporting high aspiration and outcomes for our children.
- 1.3 That as Subject leader you take responsibility for monitoring the teaching and learning in your curriculum area and that you identify any areas to be developed further and, with support from senior leaders, you address these areas through staff training, resourcing and supporting colleagues. The school effectiveness team's cycle of visits may also support you as a subject leader in working alongside you during one of their scheduled visits to quality assure work across the Trust and support and signpost schools with next steps. The School Effectiveness Handbook (found on the members section of the Trust website and in the teams channel), contains the cycle of visits and other documents associated with these visits.

## **2.0 Subject Leader Responsibilities**

- 2.1 As a Subject Leader you are responsible for the following areas:
  - Ensuring that, for your subject, there is a clear coherent, sequenced and progressive curriculum in place from EYFS to Year 6. If your school has a Nursery this must start here.
  - Your curriculum extends pupils' language and vocabulary, both in spoken and written form, and increases their reading competency across all subjects.
  - Ensuring that the agreed curriculum plan is understood by all staff and that it is consistently applied across the school.
  - Ensuring the structure of lessons is well-developed and sequenced to build pupils' knowledge and skills so that they have the right knowledge and vocabulary for the next step in their learning journey.
  - Ensuring that all pupils, including pupils with SEND and pupils receiving Pupil Premium, are considered in curriculum planning and are supported accordingly.
  - Undertaking regular monitoring and evaluation activities (planning sampling, work sampling, pupil interviews, lesson observations, etc.) and reporting this to the HT and wider staff team as required.
  - Collecting and collating assessment information for the subject. If you are English and maths subject leader you will be utilising PiXL assessments to enable you to undertake these assessments in line with the PiXL assessment calendar.

- Keeping up to date with current guidelines and teaching methods for the subject, including using the Trust Teaching and Learning Strategy as well as attending training or meetings.
- Using monitoring and assessment information to create an action plan to improve standards in the subject across the school.
- Reviewing, contributing to and implementing policies relating to the subject as required. There is no statutory requirement to have a subject policy in place - your curriculum plan may set out all the information that is needed.
- Adhering to all necessary statutory regulations.
- Ensuring teachers maintain sufficient knowledge surrounding the subject and provide support and training where necessary.
- Leading discussions in staff meetings or as part of training activities.
- Providing guidance to colleagues on content, methodology and resources.
- Auditing existing resources and, when necessary, organising the acquisition of new resources.
- Representing the school in cluster groups.
- Ensuring, through your own self-evaluation, you identify your own knowledge - strengths and areas to develop.

2.2 These are key indicators and are not exhaustive. Each school may have different expectations of their leaders, especially in small schools, where teachers often have to lead more than one subject area. In this case leaders need to be creative in managing the monitoring of subjects to balance workload. For example, some wider curriculum subjects might be in focus on a rolling programme according to need. Core Subjects, English, Maths, Science and RE should always be in focus.

### **3.0 Subject Leader Journey**

3.1 All of the elements set out in the paragraphs below might be included in a subject leader folder if you have one, but these are not compulsory. What **must** be in place is the curriculum plans and your assessment information summarising the impact of your subject. This will evidence the impact of your actions as a leader through your monitoring activities and relate to your next steps. This is likely to be recorded on the Trust's Landing Page.

### **4.0 Self-Evaluation**

4.1 Accurate self-evaluation is the bedrock for securing an effective school. It enables schools to get to know themselves well, identify their agenda for improvement and promote innovative and leading practice. The three questions below will support you as a leader to ensure that you are clear about the purpose of Self-Evaluation

- How well are we doing?
- How do we know?
- What do we need to do next?

Appendix 4 contains the Trust's format for self-evaluation.



#### 4.2 Self-evaluation should:

- be realistic and accurate.
- utilise the focus of, and reflect, the agreed school vision.
- inform all priority setting and strategic planning for your subject.
- be based on internal and external data which enables comparison to be made with national, Trust wide and own school effectiveness. Trends over time should be considered.
- be based on evidence and judgements provided from external inspection and internal review, including from the School Effectiveness Team.
- utilise the criteria provided by Ofsted and, for RE, the SIAMS schedule.
- be part of the school improvement cycle.
- involve staff, pupils, governors and parents.
- be a process which is continuous and part of the school's working life.
- be based on information collected throughout the year.
- lead to improvement.

#### 4.3 Self-evaluation will involve activities undertaken by school leaders during the year, quality assured by the HT's monitoring, and triangulated by the school effectiveness team's notes of visit which will include:

- review of the quality of teaching and learning through regular lesson drop ins.
- analysis of assessment data - pupil, subject, class, pupil group and whole school level.
- work scrutiny.
- discussions with pupils, teachers, subject leaders, and senior leaders about the implementation of the curriculum intent.
- scrutiny of curriculum planning and assessment, recording and reporting.
- accessing the views of pupils, staff, governors, parents/carers.
- reviews undertaken by leaders within the school, trust leaders and by external experts.
- auditing of practice against agreed policies and procedures, such as safeguarding and health and safety.
- benchmarking against other successful schools.
- review of progress against development plans.

- 4.4 Self-evaluation outcomes should provide an overview of the context and performance of the subject. Strengths and any systemic weaknesses should be identified, and action plans will be formed from these next steps.
- 4.5 You should also consider whether there were any issues raised at the previous Ofsted /SIAMS that are relevant for you in your subject now? How have you addressed these and what is the impact?
- 4.6 In EYFS it is important to understand that the curriculum journey starts here. You need to know how the EYFS lead has enabled children to have the key knowledge and skills that they need for entry into KS1. You need to be confident that this is in place and that both you and the EYFS Lead can evidence the impact of this.

## **5.0 Planning and evaluation rationale**

- 5.1 Subject leaders will need to demonstrate that:
- the school's individual vision drives all actions of the school and links to the Trust's vision.
  - the planned curriculum reflects the context in which you are operating.
  - they fulfil statutory requirements.
  - the plans build on robust systems of self-evaluation which take in all aspects of school performance and exhibits a capacity to identify, accurately, strengths and areas for improvement.
  - they can analyse and use all information available, whether derived internally or provided externally, to improve outcomes for children.
  - they take account of the views of pupils, staff, parents and carers, the Local Governing Board (LGB), the community and the school effectiveness team.
  - they can work strategically choosing priorities which will maintain what is good and secure improvements in the future, considering, where necessary, Trust priorities.
  - the development, management and performance of staff is linked to school improvements and individual professional development needs and with senior staff, where appropriate, wider Trust needs.
  - the aspirations they have for the school is a focus for their work and shared across the school.
  - the link between their subject budget, priorities and impact is both clear and measurable.
  - there is an alignment of overarching aims, key priorities, and detailed action plans.
  - the LGB understands the strengths and weaknesses of the subject, using notes of visits from the central team to support this understanding and applies best value principles to spending decisions and development plan priorities.
- 5.2 You will need to consider how your plan embodies the key next steps. If your school is using a RAP, this will be the main driver for this plan, or you will have a school development plan where your priorities and next steps may be recorded. Appendices 4 and 5 have the RAP and SDP documents that the Trust uses to set out these next steps.

- 5.3 How do you feed back to your LGB about the impact of your actions? Section 6 of the Trust deep dive documents contains a proforma which might support you with this. But there is also a document giving a proforma for an annual report to governors that will support you in reporting to your LGB.

## **6.0 Subject leadership document**

- 6.1 This is not a statutory document, but some schools have included this as part of their planning for their curriculum, and this is the key information that sits alongside their long-term plan. It may include information related to the following areas:

**Intent** – What is it you want pupils to know and why?

- Subject specific intent/expectation including long term plan, time allocations, how all children are enabled to access curriculum, teaching approaches, classroom organisation etc. How does this link back to the national curriculum or is at least as ambitious? How has your school vision impacted upon your subject's design? What are you building towards – what do you want children as an artist, geographer etc to know by the time they leave you? How are you ensuring that your intent addresses the social disadvantage that some pupils face? How are you assessing pupils' understanding? What do you do with this information?
- School Inspection Handbook for graded inspections, bullet 229 onwards sets out Ofsted's guidance around curriculum and links to the research that underpins the handbook.

**Implementation** - how you are delivering your intent in your day-to-day teaching?

- Curriculum overview: linked to coverage, scope and progression. Coherently planned, sets out prior knowledge, key knowledge to be learnt in each cycle of teaching, the key vocabulary to be used and any other information as required.
- Long/medium term plans with links to other areas of the curriculum.
- How you scaffold and support pupils with additional needs, those who need additional challenge and those who need to catch up?

**Impact** – Can you evidence pupils understanding of the curriculum?

- Assessment/outcomes of your monitoring.... Use of PiXL as appropriate and the structure of Diagnose, Therapy, Test and Review to check the impact of teaching and learning for your pupils. What can pupils recall? Remember it is not all about the deep dive! These are great at one point in time, but you need other forms of monitoring to check on progress... mini splash / or a blink.... whatever you choose to call it. Scrutiny of planning, discussions with staff and pupils, evaluation of pupils' work/work scrutiny or records of lesson dips all supports your understanding of the impact of your curriculum. The Trust website has a range of proformas you can use to support you with this.
- Data – PiXL assessments will have their Question Level Analysis data uploaded to the PiXL platform. Question Level Analysis (QLA) of summative tests will inform gaps and next steps in teaching and consideration for staff CPD. Termly data drops will ensure that point in time assessment are made on Sonar. Any national data from statutory testing is also stored on Sonar. Leaders should ensure that there is regular analysis of your collected data, including

comparison with national and Trust data if available. Analysis should also include comparison with progress of all children including identified groups e.g. gender, Free School Meals (FSM), Children Looked After (CLA), Special Educational Needs (SEND) including interventions and impact data.

- Whole school academic ambitions. These are set annually for each school for Reading, writing and mathematics.
- How are you currently using these sources of information? Monitoring and data are only helpful if you use it to drive forward next steps. Identify if there is a systemic issue or a cohort problem. Cycle of subject monitoring and evaluation. It is important to make sure that you close the monitoring cycle.

## **7.0 Assessment**

- 7.1 When you have determined your curriculum, you will have considered how you will collate evidence of its impact. For some subjects such as reading, writing and maths there will be national and Trust structures in place through PiXL to check impact and this will drive your methodology. For foundation subjects, you will have considered a range of methods to check that what you want children to know and understand has been successful. This may be through formative assessment such as pupil voice, it might be through some low stakes quizzing, show me devices or other elicitation tasks. It may be through summative assessment. However, you do this is an individual school decision. Whatever is in place must be known and understood by staff and should support you as a subject leader in determining the next steps in supporting pupils next steps in the learning journey.
- 7.2 At the beginning of the autumn term the regional school effectiveness leads (RELs) will agree with the headteacher, and leaders across the school, the academic ambitions for EYFS, phonics, KS1 and KS2. This is part of the school effectiveness cycle. When discussing these ambitions with leaders, a confidence interval will be discussed for each cohort, so that these ambitions are realistic and relate to the cohort context. These ambitions will then be reviewed throughout the academic year alongside the Trust data drops. During these reviews any additional support that may be needed to achieve these goals will be identified and planned.
- 7.3 The Trust has determined that the agreed mechanism for collecting information about pupils' progress and attainment is SONAR. The Trust's expectation is that all schools will use all statements for EYFS, and in KS1 and 2 for reading, phonics, writing, maths and RE to record progress. Other statements including PSHE/RSHE statements are also available for schools to use on an optional basis. All schools can have their own wider curriculum statements put onto SONAR if required. A judgement on the standards that pupils have reached will be made termly using this and other available evidence.
- 7.4 As a subject leader, alongside other leaders across the Trust, you will analyse pupils' progress. The data produced is used to review pupils' progress against the agreed academic ambitions as well as identifying curriculum gaps that need to be addressed. Headteachers and subject leaders will ensure that the data entered onto the system has been sampled ahead of data drops to ensure its accuracy and consistency. For example, do judgments made about pupils reflect the work and discussions you have had with pupils about their work?

- 7.5 At the end of the academic year, statutory data is entered onto the system to ensure that teachers' assessments can be uploaded via the Primary Assessment Gateway (PAG) to the Standards and Testing Agency (STA). Before submitting any data to the STA or the LA, HTs **must** always sample the data checking for accuracy against other information. The RELs will also quality assure a sample of these results.
- 7.6 In line with the DfE reducing workload agreement, the Trust has set three data drop deadlines throughout the year. This allows progress and attainment information to be analysed at group, cohort, school, and Trust level. Schools will use information from these points, along with information from pupil progress meetings, to identify next steps and adaptations to teaching, learning and resourcing.
- 7.7 All schools are expected to participate with Trust moderation sessions for EYFS, KS1 and KS2 which run in the Spring and Summer terms. This ensures consistency across the Trust. In addition, this academic year, moderation sessions for those year groups who have no statutory data to submit have been included. This will ensure that, across all year groups, aspirations remain high and there is clear understanding of what ARE/GD at each year group looks like.
- 7.8 Data Drops for all year groups are set at the beginning of the academic year. There are 3 across the year. This year the data drops are:
- 24 October 2025
  - 13 February 2026
  - 7 July 2026

These deadlines are expected to be met, so that Trust level data can then be collated.

## **8.0 Resources**

- 8.1 As subject leader, you are responsible for ensuring that staff have the tools required to deliver the planned curriculum. You may have a budget for your subject which you need to allocate according to your priorities.
- 8.2 You may want to consider the following actions?
- Resource audit.
  - Resource list/location.
  - Budget allocation/record of expenditure.
  - SEND pupils' specific needs and adapted resources.
  - Use of adult support throughout school.
  - How do you check what you have? What needs replacing? How do you share? Which resource has the biggest impact? How do you know?
  - Do you talk to your SBM or finance officer about spending and how much you have left? Spending should be driven by your priorities and not by the latest must haves, however desirable and shiny they may be.

## **9.0 Continuous Professional Development and Learning (CPDL)**

- 9.1 High quality CPDL is an important part of the Trust's culture and ethos. Alongside excellent practitioners within the Trust, the Trust works with some excellent external partners and our CPDL brochure sets out our offer for the year ahead along with the

links to book onto the provision. The CPDL brochure is on the website and is sent to Headteachers and to SBMs to share with staff. There are clear expectations set out in the brochure about attendance at these events.

9.2 Ensuring that staff have a clear understanding of each subject is vital to the effective delivery of the planned curriculum. Consider these questions:

- What CPD have you had as a subject leader? What was the impact of this?
- How have you provided/supported others within your school team?
- What would you do to support a less able teacher/ECT?
- What staff meetings have you led on your subject?
- Record of CPD for your subject? (This could be online.)
- Do you need to undertake a skills/knowledge audit for your subject?
- Have you evaluated the impact of the professional development activities?
- Is there CPDL on offer through the Trust that you have not taken advantage of that would significantly enhance your work?

## **10.0 Job Description**

10.1 Do you have a clear and up to date job description that relates to your Subject Leader role? This should include the tasks, duties, function and responsibilities of the role.

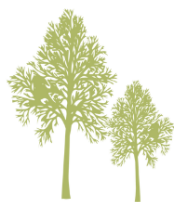
## **11.0 Example Proformas**

11.1 The Trust has a range of additional tools to those mentioned above to support you in monitoring and evaluating the impact of your subject. These can be adapted to suit the context of your school and monitoring focus. They are contained within appendices 7-13.

11.2 They include:

- Trust Deep Dive Materials
- SENCO Landing Page
- Lesson visit template
- Work Scrutiny
- Pupil Voice
- Blink Test
- Work Scrutiny
- Lesson Visits
- Pupil Conferencing
- Teacher Conversation – reading
- Annual Governor Report
- Ofsted Preparation Questions

## Appendix 1



# Curriculum Statement

## Vision

Our Trust's vision is to enable all to flourish. It is rooted in John 10:10: 'I have come that they might have life, life in all its fullness'. It underpins everything we do as a family of schools - enabling, nurturing and celebrating all of our children's achievements.



## Intent

### Learning and curriculum

We are ambitious for our children to be the best they can be, to reach their academic potential but also help them towards becoming well-rounded human beings, willing and ready to make a positive contribution to the world.

Each school's curriculum is broad and balanced and is set within a Christian context. Each one recognises the uniqueness of every child and serves to prepare them for their future.

Curriculum design and implementation is a local decision by each school based on the needs of the community. We expect all schools to craft a curriculum underpinned by the National Curriculum, which is rich in opportunity, steeped in an understanding of pedagogy and engages pupils at every turn.

Collaboration is a key element of our Trust's success. It is used to embed effective relationships at every level, from working with individual families through to Trust wide initiatives. Through this collaboration, we support leaders to carefully and regularly assess the quality of provision evidenced through both coverage of the curriculum, as well as the pupils' knowledge and understanding.



## Implementation

### Curriculum Implementation

There is a wide range of curriculum design within Trust schools, which reflects the different needs of our diverse school communities. Our children use and apply their learning using retrieval practice, making connections and small step approaches in a range of subjects, allowing them to learn and remember more. Pupils are encouraged to make connections in their learning to develop their understanding. A range of visitors, trips and use of our own amazing local environment supports this learning.

Across all of our schools we seek to foster a love of reading through both shared and individual activities aimed at developing this enjoyment. All schools have adopted a DfE approved systematic synthetic phonics approach to early reading.

We employ a mastery approach to learning in mathematics which helps to enhance pupils' mathematical understanding. We aim for all children to experience a wealth of educational experiences so that they become independent learners fully ready for their next challenge.

All teaching staff have good subject knowledge and use formative assessment and a range of teaching styles to challenge and adapt teaching in our schools.

All our schools deliver religious education through the locally agreed syllabus. Church of England schools are supported by the Understanding Christianity resource ensuring a consistent approach is in place for planning and provision of this core knowledge area.



## Church and community

We expect all of our children to ask and answer big questions, and to recognise that it is important that they play their full part in their communities, both in and out of school. In our Church schools this is supported by our strong Christian values. Through this and our continued focus on courageous advocacy we ensure that our children are fully ready for the demands of life in modern Britain. Our schools offer many ways to further develop these skills through the leadership opportunities they offer. This introduces them to the art of decision making as well as supporting their personal development, and helps our community ethos become a reality in our schools.

We are also committed to supporting our schools to be inclusive environments where tolerance and respect for others are embedded into daily life.

## Impact

### Achievement

We have high expectations and are ambitious for all children across the Trust. All of our schools deliver a rich, engaging and well sequenced curriculum to prepare our pupils for the next stage of their education and to reach their full potential. From their relative starting points, we expect all pupils make expected or better progress and achieve at least in line with national expectations. The Trust supports and challenges all our schools to ensure that the appropriate support is provided to achieve this aim for all children and groups of children.



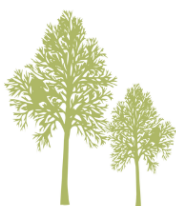
## SMSC

The Trust's vision and distinctive ethos is rooted in the National Church and Diocesan Vision, (John 10:10) Life in all its fullness. Our schools, including our community schools, seek to ensure all children in the Trust family understand how they are called to live and develop the values they need to flourish and become self-confident citizens in modern Britain.

Our schools ensure that pupils understand and celebrate diversity and difference and develop their ability to demonstrate tolerance and respect for others.



## Appendix 2



# Teaching and Learning Statement

## Vision

Our Trust's vision is rooted in John 10:10: 'I have come that they might have life, life in all its fullness'. It underpins everything we do as a family of schools - enabling, nurturing and celebrating all of our children's achievements.

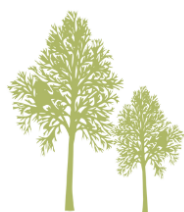


## Our non-negotiables

- The whole curriculum that we offer will be rooted firmly in our shared values and will link to all the experiences we plan and deliver. We place high value on personal empowerment within our curriculum, celebrating everyone's uniqueness as a child of God.
- We believe that highly effective relationships with all our stakeholders, (parents, children, local governors and staff) are paramount to our success.
- As part of this understanding we recognise that together, as a family of schools, we share accountability for all of our children and their development and outcomes.
- The inclusive curriculum we offer will be creative, collaborative and challenging for all, recognising the benefits that a broad and balanced curriculum can have in developing the whole child. Throughout this curriculum there will be a strong emphasis placed on developing pupils spiritually, morally, socially and culturally so that they are fully able to play their part in both today's and tomorrow's society. The curriculum we design will be rooted in evidence so that the strongest pedagogical practice is in place across our schools.
- Our schools design and deliver the curriculum that they offer, in order to reflect the needs and contexts of the children they serve.
- We have high expectations of everyone in our schools and believe that high quality outcomes can only be achieved through quality first teaching. We continually strive for excellence in all we do.
- Our teachers and our children are reflective so that mistakes are celebrated and learning is maximised. Learning is typified by high levels of engagement throughout our teaching and learning.
- We believe in a model of developing others that is supportive and coaching in style, whilst maintaining the high expectations of all in our community - children and adults alike.
- There are equal opportunities for all in our communities ensure that high quality learning is exemplified by all groups.
- We believe that our commitment to ensuring teaching and learning of this nature will result in high levels of enjoyment and high quality outcomes for pupils.



## Appendix 3



# EYFS Principles into Practice

## Vision

Our Trust's vision is to enable all to flourish. It is rooted in John 10:10: 'I have come that they might have life, life in all its fullness'. It underpins everything we do as a family of schools - enabling, nurturing and celebrating all of our children's achievements.



## Unique child

We recognise that each child in our Trust is unique and special and will be treated as such.

- Children will have a strong sense of belonging and will feel part of a community that provides a starting point for their learning journey.
- An inclusive, sequenced, creative and ambitious curriculum will ensure that the needs and interests of every child will be met through child led and adult focussed learning.
- Children's learning in all areas of the curriculum is nurtured and their achievements are celebrated.
- Children are encouraged to develop independence, resilience and self-regulate in a safe learning environment.
- In all aspects of the setting, adults will ensure that children are given opportunities to explore, be curious and imaginative in their play.
- Transitions in and out of Early Years settings will ensure a continuum of learning for all children.



## Positive relationships

Positive relationships are the bedrock of ensuring children learn well.

- Adults take time to know and understand their children well.
- Children will feel happy, safe, secure and valued for the unique and wonderful individuals they are.
- Children make warm, nurturing and affirming relationships with their peers and familiar adults.
- All adult interactions with children, during planned and child-initiated play and activities, will consistently support learning and development.
- Interactions will include communicating and modelling language, scaffolding learning, exploring ideas, questioning to ensure depth of understanding, providing narratives, facilitating and challenging where appropriate.

## Enabling environments

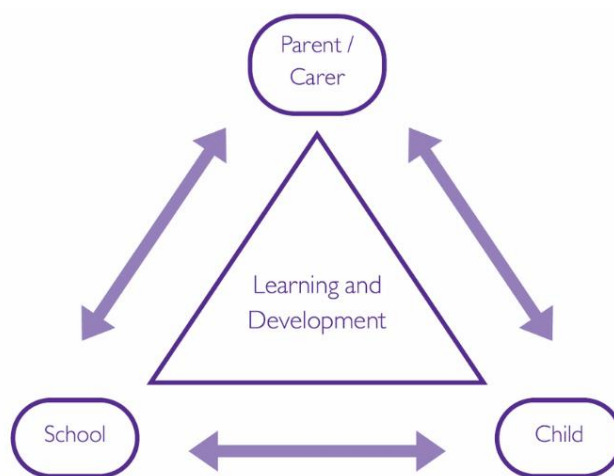
Providing the right learning environment for our children is essential.

- Children will show high levels of motivation and engagement in their child led and adult focused learning in the indoor and outdoor classroom.
- A language rich environment supports the teaching and consolidation of new skills and knowledge in order for learning to “stick”.
- The environment supports the development of the characteristics of effective learning and reflects the uniqueness of each child and their journey.
- Continuous provision is carefully planned and presented to children in order for them to become familiar with key basic resources that are used across the year.
- Diverse resources are carefully selected to inspire, promote interest, and create awe and wonder, as well as encouraging consolidation of key skills and knowledge.
- Children will take responsibility for their environment and demonstrate understanding of how to respect and value their world.



## Parental partnerships

All parents and carers are valued as partners in their child’s learning journey. Effective communication and strong relationships between home and school are a vital part of our children’s school experience.



## Appendix 4

### Raising Standards Meetings 2025/26

**Date:**

**Present:**

#### Looking back: Progress since last assessments

What were the main areas of weakness at the last assessment point?

|         |  |
|---------|--|
| Reading |  |
| Writing |  |
| Maths   |  |

What impact has there been on these areas? What further improvements are needed?

|         |  |
|---------|--|
| Reading |  |
| Writing |  |
| Maths   |  |

#### Current picture: Key messages from this QLA and Impact for teaching report

What are the three main areas of strength? What are the three main areas of weakness?

Consider question types as well as content domains.

|         |  |
|---------|--|
| Reading |  |
| Writing |  |
| Maths   |  |

What are the implications for whole class teaching?

|         |  |
|---------|--|
| Reading |  |
| Writing |  |
| Maths   |  |

How did the Key Marginals for this subject perform? Which areas provided the greatest barrier for them? How will this impact on our therapy provision?

|         |  |
|---------|--|
| Reading |  |
| Writing |  |
| Maths   |  |

In addition to the Key Marginals, which other pupils require further support? What resources and strategies can we implement to secure learning for them?

|         |  |
|---------|--|
| Reading |  |
| Writing |  |
| Maths   |  |

Are any patterns evident in terms of pupils' gender? If so, what strategies are required to address this?

|  |
|--|
|  |
|--|

How will we ensure that all relevant staff are aware of the key messages?

|  |
|--|
|  |
|--|

### **Looking forwards: Measuring success**

How will you measure the success of your actions at the next assessment point? What impact should you see for the cohort? What impact should you see for Key Marginals?

|         |  |
|---------|--|
| Reading |  |
| Writing |  |
| Maths   |  |

## Appendix 5

### Raising Attainment Plan –Term 2025/26

RAP Plan Number:

Review Date:

|  |  |   |
|--|--|---|
| <b>Priority:</b><br><br><b>Key Theme 1</b><br><b>Quality of Education</b> To ensure the curriculum is ambitious and meets the needs of all children. | <b>Activity / Objective:</b><br><br>To ensure that the curriculum in place across the school from EYFS (include N where appropriate) to Year 6 is precisely identified and builds sequentially across the school allowing pupils to build on prior learning in each teaching sequence. Precise support and CPD for teachers will ensure that the quality of teaching has impact so that across the school expectations are high, and pupils make accelerated progress. | <b>Priority Target:</b><br><br>Every teacher understands the whole school progression in each subject and expectations for their year group and use the agreed consistent approach to plan and deliver a sequence of lessons. |
|--|--|---|

| Tasks and Actions to be taken | Time | Person / s Responsible | Outcomes / Success Criteria | Monitoring | Dates for Monitoring | RAG |
|-------------------------------|------|------------------------|-----------------------------|------------|----------------------|-----|
| Reading                       |      |                        |                             |            |                      |     |
| Writing                       |      |                        |                             |            |                      |     |
| Maths                         |      |                        |                             |            |                      |     |
| Phonics                       |      |                        |                             |            |                      |     |
| Wider Curriculum              |      |                        |                             |            |                      |     |

**Comments:**

|                       |  |
|-----------------------|--|
| <b>Governor Focus</b> | <b>Safeguarding</b> – Is the curriculum allowing opportunities for pupils to learn how to keep themselves safe in a range of situations. What teaching of online safety, mental and physical wellbeing has happened so far?<br><b>Pupil Premium</b> – Can all staff identify PP children? Are lessons designed and resourced to support them? Are they challenged through effective and timely feedback?<br><b>SEND</b> – Can all staff identify SEND children? Are lessons designed and resourced to support them? Are they challenged through effective and timely feedback?<br><b>Attendance</b> – Are lessons engaging and appropriately pitched to encourage high attendance? Are there enough resources, in good condition, appropriate for the session? |
|-----------------------|--|

|   |   |  |
|---|---|--|
|   | <p><b>Behaviour</b> – Are learning behaviours strong?</p> <p><b>Website/social media</b> –How well are school themes and activities communicated? Can parents engage with children over their learning?</p> <p><b>Christian Character</b> – How well does the current curriculum map enable children to flourish? How effective is collective worship and the teaching of RE? Evidence? Impact of Child led CW consultancy?</p> |  |
| <b>Impact Statement Completed by DCEO</b>   |   |  |
| <p><b>Priority:</b></p> <p><b>Key Theme 2</b></p> <p>Raising attainment and accelerating progress</p> | <p><b>Activity / Objective:</b></p> <p>To ensure that the level of attainment improves in both RWM, and that each cohort make good or better progress against their end of year ambitions.</p>  | <p><b>Priority Target:</b></p> <p>To ensure at least xxx of pupils achieve GLD in EYFS.</p> <p>To ensure at least xxx of pupils in Year 1 achieve the expected standards in the phonics screening test. XXX of pupils by the end of Year 2.</p> <p>To ensure that by Summer 2025 xxx (reading), xxx (writing) and xxx (maths) of pupils at the end of Key Stage 1 achieve age related expectations of which xx (reading), xx(writing) and xx (maths) will be greater depth.</p> <p>By Summer 2025 XXX of pupils will attain average score of 20 + in the MTC.</p> <p>To ensure that by Summer 2025, the proportion of pupils achieving ARE or above in KS2 is above xxx in RWM (Combined) with xx reading, xx writing and xx maths ARE. xx reading, xx writing and xx maths greater depth.</p> <p>An overall whole school focus on those most vulnerable pupils eligible for additional funding.</p> |

| <b>Tasks and Actions to be taken</b>   | <b>DATE for actions</b> | <b>Person / s Responsible</b> | <b>Outcomes / Success Criteria</b> | <b>Monitoring</b> | <b>DATE for monitoring</b> | <b>RAG</b> |
|--|-------------------------|-------------------------------|------------------------------------|-------------------|----------------------------|------------|
| Assessment post summer data of gaps and next steps completed and LTP adapted to take account of this.  |                         |                               |                                    |                   |                            |            |
| Consistent use and application of TT across the school including gaps analysis to plan next steps.   |                         |                               |                                    |                   |                            |            |
| Phonics - Milestone document showing on track progress.<br>Pupils who did not achieve PSC in Summer 2 supported to be on track achieve their progress by end of Autumn 1 unless exceptional circumstances.<br>Pupils in Year 3 who did not achieve - additional reading intervention |                         |                               |                                    |                   |                            |            |
| Reading ages and comprehension checks demonstrating that pupils are making at least their expected progress from their starting points   |                         |                               |                                    |                   |                            |            |
| Writing - from previous starting points pupils demonstrating knowledge and skills in action so progress made.  |                         |                               |                                    |                   |                            |            |
| Maths Remember it's evidencing that across the school pupils know and remember more- pupils making at least their expected progress from previous published starting points.<br>MOT sessions carefully planned to take account of misconceptions                                     |                         |                               |                                    |                   |                            |            |

|   |  |  |  |  |  |                       |
|---|--|--|--|--|--|-----------------------|
| and gaps in learning identified in assessment.  |  |  |  |  |  |                       |
| PP pupils - close the gaps in all year groups between progress made by PP pupils and their non-PP peers. Qu how effective is the support given to these groups including those who are at ARE/GD? |  |  |  |  |  |                       |
| SEND regular checks on the impact of intervention's both in class and external supports by SENCO and CT. Fortnightly checks?  |  |  |  |  |  |                       |
| <b>COMMENTS:</b>  |  |  |  |  |  |                       |
| <b>Governor Focus:</b>  | <p><b>Safeguarding</b> – Do pupils feel safe and secure and ready to learn?</p> <p><b>Pupil Premium</b> – Can all staff identify PP children? Is their progress being tracked, monitored? Is it evident that they are making at least good progress in all lessons?</p> <p><b>SEND</b> – Can all staff identify SEND children? Is their progress being tracked, monitored against My Plan targets? Is it evident that they are making at least good progress in all lessons? Is it evident that My Plans/+ are being reviewed regularly with specific and achievable targets set?</p> <p><b>Attendance</b> – Are staff aware of chn who have missed learning? How are they able to fill any gaps in their learning?</p> <p><b>Behaviour</b> – Are staff adapting approach to match the internal CPD provided? What's the impact of this? Are chn behaving in a manner that supports good learning and at least good progress?</p> <p><b>Website/social media</b> – Is all statutory information accessible via the website and easy to find?</p> <p><b>Christian Character</b> – Are the spiritual needs of all learners met through the broad and balanced curriculum? (Published data)</p> |  |  |  |  |                       |
| <b>Impact Statement completed by DCEO</b>   |  |  |  |  |  | <b>Judgement Made</b> |

|   |  |  |
|---|--|--|
| <b>Priority:</b><br><b>Key Theme 3</b><br>Securing increased capacity in leaders throughout the school. | <b>Activity/Objective:</b><br>Example...To develop and support all subject leaders to have greater ownership of their curriculum area. | <b>Priority Target:</b><br>All subject leaders have clear action plans in place and confident when leading a deep dive in their curriculum area. |
|---|--|--|

| Tasks and Actions to be taken             | Time  | Person / s Responsible | Outcomes / Success Criteria | Monitoring | Dates for monitoring | RAG |
|---|---|------------------------|-----------------------------|------------|----------------------|-----|
|   |   |                        |                             |            |                      |     |
|   |   |                        |                             |            |                      |     |
|   |   |                        |                             |            |                      |     |
| <b>COMMENTS:</b>                          |   |                        |                             |            |                      |     |
| <b>Governor Focus:</b>                    |   |                        |                             |            |                      |     |
| <b>Impact Statement completed by DCEO</b> | <p><b>Pupil Premium</b> – Are PP chn effectively monitored? Is practice in line with current research and recommended initiatives? Are all eligible pupils registered as PP? How is this encouraged?</p> <p><b>SEND</b> – Are SEND chn effectively monitored? Is practice in line with current research and recommended initiatives? Are parents fully informed?</p> <p><b>Website</b> – Are all policies easy to access? Are key staff clearly signposted? Are Governors profiles accessible and up to date? Are parents signposted to resources to support pupils over learning for English and Maths?</p> <p><b>Christian Character</b> – How do leaders including governors ensure that the schools distinctive vision underpins all aspects of the school’s work? Accuracy of SIAMS SEF and key next steps?</p> <p><b>Safeguarding</b> - Have leaders ensured that a strong culture for safeguarding has been created?</p> |                        |                             |            |                      |     |

|  |                            |                         |
|--|----------------------------|-------------------------|
| <b>Priority:</b><br><b>Key Theme 4</b><br>Behaviour and Attitudes/Personal Development | <b>Activity/Objective:</b> | <b>Priority Target:</b> |
|--|----------------------------|-------------------------|

| Tasks and Actions to be taken                   | Time  | Person / s<br>Responsibl<br>e | Outcomes / Success Criteria | Monitoring | Dates for<br>monitoring | RAG |
|---|---|-------------------------------|-----------------------------|------------|-------------------------|-----|
|   |   |                               |                             |            |                         |     |
|   |   |                               |                             |            |                         |     |
|   |   |                               |                             |            |                         |     |
|   |   |                               |                             |            |                         |     |
| <b>Comments:</b>                                |   |                               |                             |            |                         |     |
| <b>Governor focus:</b>                          | <b>Attendance</b> – Is attendance monitored regularly? Are there systems in place to ensure maximum attendance? Do families feel supported to overcome any barriers? Is attendance information effectively shared with appropriate stakeholders?<br><b>Behaviour</b> – Is there a clear, consistent, and fair approach to managing behaviour? Are all stakeholders clear of the behaviour policy? Are leaders supporting staff effectively through modelling best practice as well as holding staff to account for their own behaviour? |                               |                             |            |                         |     |
| <b>Impact Statement to be completed by DCEO</b> |   |                               |                             |            |                         |     |

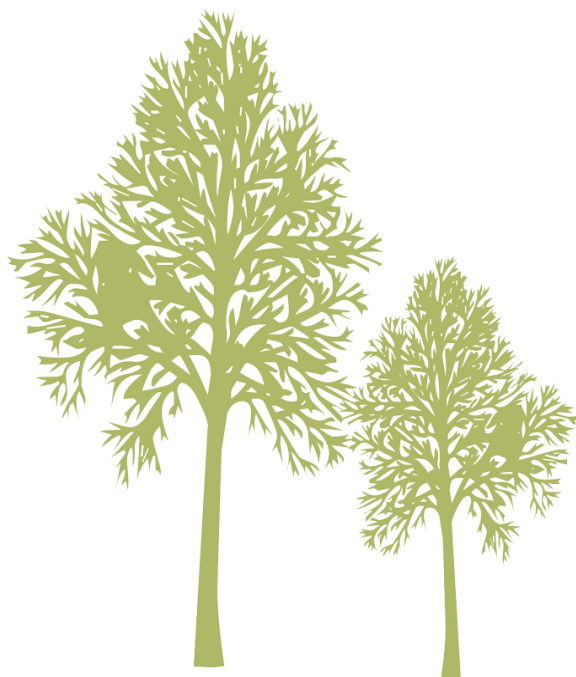
|   |                            |                         |
|---|----------------------------|-------------------------|
| <b>Priority:</b><br><b>Key Theme 5</b><br>SIAMS | <b>Activity/Objective:</b> | <b>Priority Target:</b> |
|---|----------------------------|-------------------------|

| Tasks and Actions to be taken | Time | Person / s<br>Responsible | Outcomes / Success<br>Criteria | Monitoring | Dates for<br>monitoring | RAG |
|-------------------------------|------|---------------------------|--------------------------------|------------|-------------------------|-----|
|-------------------------------|------|---------------------------|--------------------------------|------------|-------------------------|-----|

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
| <b>Comments:</b>                                |  |  |  |  |  |  |
| <b>Governor focus:</b>                          | <b>Christian Character</b> – How do leaders including governors ensure that the schools distinctive vision underpins all aspects of the school’s work? Accuracy of SIAMS SEF and key next steps? |  |  |  |  |  |
| <b>Impact Statement to be completed by DCEO</b> |  |  |  |  |  |  |

# School Development Plan

## 2025



**CONTENTS**

|                                 |                  |
|---------------------------------|------------------|
| <b>Introduction</b>             | <b>Page 1</b>    |
| <b>Process and Consultation</b> | <b>Page 2</b>    |
| <b>Action Plan 2025-26</b>      | <b>Pages 3-7</b> |

**Mission aims for the year ahead**

- **Outstanding:** Reaching for the best in all we do.
- **Achievement:** Every pupil being the best they can be.
- **Values:** Ensuring that whatever activity we are engaged in, both adults and children, we remember that everyone is a child of God and should be treated as such.

**INTRODUCTION**

This plan establishes our priorities for school development for the period September 2023 to September 24. The purpose of the School Development Plan is to identify how we can further improve and develop the work of the school, how we will manage change, and how we can make best use of resources and new opportunities available to us. Priorities are identified in relation to the extent to which they:

- maintain and raise standards of achievement.
- improve the quality of teaching and learning.
- broaden and enrich children's educational experience.
- provide for children's social development and self-esteem.
- improve facilities offered to pupils and staff.
- improve facilities for families.
- provide good value for money.

We have considered priorities for the school year ahead in the light of:

- outcomes from monitoring and evaluation.
- consultation with staff, children and stakeholders.
- advice and guidance from our Ofsted and SIAMS Inspections in XXXX, and XXXX.
- the financial position and opportunities to apply for grants.

- current national initiatives.
- the opportunities provided by being part of the DGAT and our wider partnerships.

## **CONTEXT**

This Development Plan recognises the context of the school:

- 

## **PROCESS AND CONSULTATION**

This plan was drawn up during XXXX with consultations involving:

- School Council representatives.
- A school development planning evening with all staff and governors, parent representatives and head boy and girl
- DGAT Central Team
- Feedback from the Ofsted Inspection in XXXX and SIAMS in XXXX.

## **MONITORING**

The plan will be monitored by the headteacher, governors and DCEO in senior leadership meetings, in staff meetings and at Governors' committees, with written progress updates included in the headteacher's reports to full governors' meetings. Detailed plans and proposals will be discussed with the School Council and progress on certain issues is reported to parents through regular newsletters.

## **ACTION PLAN**

This year's action plan has five areas of focus. The scope of the targets means that the plan is very ambitious and focuses on continually developing the school's facilities and learning approaches. A key aspect of the plan is the active involvement of our children at each stage of the work.

## ISSUE 1:

|  |             |                             |  |
|--|-------------|-----------------------------|--|
| <b>Responsible Person(s):</b><br><b>Leader:</b><br><b>Monitoring and Evaluation:</b> |             | <b>Resources / Finance:</b> |  |
| <b>Target/ Actions</b>   | <b>Date</b> | <b>Success Criteria</b>     |  |
|  |             |                             |  |
|  |             |                             |  |
| <b>Vision:</b>   |             |                             |  |

## ISSUE 2:

|  |             |                             |  |
|--|-------------|-----------------------------|--|
| <b>Responsible Person(s):</b><br><b>Leader:</b><br><b>Monitoring and Evaluation:</b> |             | <b>Resources / Finance:</b> |  |
| <b>Target/ Actions</b>   | <b>Date</b> | <b>Success Criteria</b>     |  |
|  |             |                             |  |
|  |             |                             |  |

**Vision:**

### ISSUE 3:

|  |             |                             |  |
|--|-------------|-----------------------------|--|
| <b>Responsible Person(s):</b><br><b>Leader:</b><br><b>Monitoring and Evaluation:</b> |             | <b>Resources / Finance:</b> |  |
| <b>Target/ Actions</b>   | <b>Date</b> | <b>Success Criteria</b>     |  |
|  |             |                             |  |
|  |             |                             |  |
| <b>Vision:</b>   |             |                             |  |

### ISSUE 4:

|  |             |                             |  |
|--|-------------|-----------------------------|--|
| <b>Responsible Person(s):</b><br><b>Leader:</b><br><b>Monitoring and Evaluation:</b> |             | <b>Resources / Finance:</b> |  |
| <b>Target/ Actions</b>   | <b>Date</b> | <b>Success Criteria</b>     |  |
|  |             |                             |  |

|                |  |  |
|----------------|--|--|
|                |  |  |
|                |  |  |
| <b>Vision:</b> |  |  |

## ISSUE 5:

|  |             |                             |  |
|--|-------------|-----------------------------|--|
| <b>Responsible Person(s):</b><br><b>Leader:</b><br><b>Monitoring and Evaluation:</b> |             | <b>Resources / Finance:</b> |  |
| <b>Target/ Actions</b>   | <b>Date</b> | <b>Success Criteria</b>     |  |
|  |             |                             |  |
|  |             |                             |  |
|  |             |                             |  |
| <b>Vision:</b>   |             |                             |  |

## Appendix 7

| <b>1. Subject leaders landing page</b><br><b>What you need to know</b>   |  |
|--|--|
| <b>How has the school's distinctive Christian vision underpinned the construction of your subject's curriculum?</b>  |  |
| <b>How has your school's unique context underpinning your curriculum?</b>  |  |
| <b>How is progression planned for in your subject?</b> <ul style="list-style-type: none"> <li>How have you chosen the content and how does it meet the needs of your learners including SEND?</li> <li>How is the content sequenced to build on prior learning?</li> <li>How are units / schemes of work organised? Why?</li> <li>How is your curriculum sequenced so that there is the opportunity to revisit learning so that pupils are able to transfer to long term memory?</li> <li><i>How do staff select the books they choose to read to pupils? How often do teachers read to children?</i></li> <li><i>Are children able to access a wide range of genre? How have you planned this out?</i></li> <li><i>How have you sequenced your phonics books? Does it match the ambitions of the NC?</i></li> </ul>   |  |
| <b>How do you know your curriculum is challenging?</b> <ul style="list-style-type: none"> <li>Does the curriculum match or exceed the breadth of the National Curriculum?</li> <li>Are the HPAP being challenged? How?</li> <li>How is pupils fluency developed?</li> <li>How are pupils encouraged to make links with their learning?</li> </ul>  |  |
| <b>How well do children achieve in your subject?</b> <ul style="list-style-type: none"> <li>How do you know? What evidence have you got? Is assessment accurate?</li> <li>Does data tell you about achievement?</li> <li>How do you ensure that vulnerable pupils especially those who are disadvantaged are supported to access learning?</li> <li>What does the monitoring of books tell you?</li> <li><i>Where should children be by the end of Christmas/Easter/Summer in your phonics programme?</i></li> <li><i>How do you know which children are not on track with the pace of your current phonics programme? What support do you put into place to help these pupils catch up quickly?</i></li> <li><i>What do you do to make sure new pupils catch up, if they are behind their peers?</i></li> <li><i>What about pupils in KS2 with phonic gaps? How are you supporting them?</i></li> <li><i>At this point in the term where would you expect pupils in year x to be by....?</i></li> </ul> |  |

|  |  |
|--|--|
| <b>What is the profile of your subject in school?</b> <ul style="list-style-type: none"> <li>Do children enjoy learning about your subject? How do you know?</li> </ul>  |  |
| <b>How do you support teachers in teaching your subject?</b> <ul style="list-style-type: none"> <li>What have you done to help train teachers and TAs, particularly with improving their subject knowledge?</li> <li>Have staff completed a skills audit?</li> <li>What CPD has been undertaken by you or other members of staff?</li> <li>What is the impact of this training?</li> <li><i>When was the last time your staff undertook phonic training? TAs? KS2 staff?</i></li> <li><i>What additional training is given to staff who provide support the weakest reader?</i></li> </ul> |  |
| <b>What is the expectation for SEND pupils in your subject?</b> <ul style="list-style-type: none"> <li>What support/scaffolding would we see in books/hear from SEND pupils in your subject?</li> </ul>  |  |
| <b>What does learning in EYFS look like in your subject?</b> <ul style="list-style-type: none"> <li>How does the curriculum in reception support children in Y1, Y2 into Y3, Y5 into Y6 etc?</li> </ul>  |  |
| <b>What is the quality of extended writing in your subject?</b> <ul style="list-style-type: none"> <li>Does it match whole school writing expectation?</li> </ul>  |  |
| <b>What are the key strengths in your subject and how do you know this?</b>  |  |
| <b>What are the areas for development/next steps in your subject and how do you know this?</b>   |  |
| <b>How does being part of the Trust enhance your subject knowledge and curriculum development?</b>   |  |

| 2. Lesson visits           |  |
|----------------------------|--|
| Teacher:                   | Date:  |
| Class / Year Group:        | Subject:                                       |
| What is the teacher doing? | What is the impact on the children's learning? |

Questions to find out:

**Questions to consider ...**

Reading - Is there any evidence of quality texts being used to develop the children's knowledge? Can pupils read aloud with confidence and increasing accuracy? How are pupils supported when they are unsure or inaccurately decode a word? How does the learning environment support their language development? How does the aims and ambitions of then phonics programme relate to the National Curriculum/ SSP milestone document?

How has the teacher planned the lesson to draw on previous knowledge?

Has the teacher pre-planned and identified any misconceptions? Are these being used in the lesson?

Are the activities appropriate for the subject being taught? Are lessons challenging and academically rigorous? How are SEND pupils enabled to access learning? Examples?

Are the children able to know more and remember more? Can they tell you about learning from previous lessons? Can they make connections with other learning?

Do teachers use good checking and assessment practices in the lesson? What worked? What didn't work as well?

How is the school's Christian vision enabling pupils to flourish in this lesson?

How are teachers using the schools' agreed systems for behaviour to encourage positive learning behaviours throughout the session?

What aspects of practice to improve? This might relate to your own agreed systems i.e. non-Negotiables etc.

### 3. Work scrutiny

**Class:**

**Can you see a clear sequence of teaching in the pupils books that matches the plans / expectations?**

Lesson obs linked to learning outcomes?

Evidence of practice and consolidation where appropriate to develop fluency?  
Evidence of using and applying?

**Is the level of challenge appropriate and does it match the planned curriculum?**

Include looking at specific groups of children, including SEND/PP/bottom 20% and more able

Look at the work in books. Does it match the planned curriculum? Is work at the right level across the subject? Are the more able being challenged? Do they regularly complete the deepen it tasks? Are teachers providing scaffolds for the less able to access work? Writing frames etc

**Does the work in books match the subject's medium-term plans?**

Look at class medium term plans. Does the work in the books demonstrate the plans aims and expectations?

Does pupils work demonstrate their understanding of the taught curriculum to make links with previous learning?

Do the reading/phonics books match the school's ambitious programme?

|   |  |
|---|--|
| <p><b>Is there sufficient breadth to the curriculum?</b></p> <p>Do books show that work matches the expectations in the planned curriculum and are different themes and topics well-covered?</p> <p>Are there any gaps? If so, what aspects are not as well taught</p>      |  |
| <p><b>Does work show evidence of children practising and revising key knowledge and skills so that children know more and remember more?</b></p> <p>Is there evidence of recall and revising sessions? Follow this up with the children and ask them what they remember</p> |  |
| <p><b>Housekeeping...</b></p> <p>Are schools agreed systems for marking and feedback used?</p> <p>Expectations for Handwriting and presentation maintained?</p>   |  |
| <p><b>Has key vocabulary been planned and taught which links to the planned curriculum?</b></p> <p>Is Reading comprehension approach being used in reading lessons?</p>   |  |

**Summary:**

## 4. Teacher conversation

**Class teacher:**

**Why did you choose to teach this lesson now?**

Where does this lesson sit in your planned teaching sequence? Fluency? Connectedness?

How do you ensure the content and sequence of your phonics programme supports pupils' progress?  
How do children increase their reading / fluency?  
What poetry are you planning to do this year?  
How many sounds will your children be able to read at the end of each term? What books do you really want the children to know and learn?

**How do you ensure that learning sticks in children's long-term memory?**

Evidence of recall and revision

How often do children change their books?  
How do parents listen to their children read these books and how are you educating parents to support their children? What do you do to support pupils who are not heard read at home? How do you support parents with hearing their child read?

**How are you instilling a love of learning in this subject?**

How do you ensure that pupils select well-loved, familiar books to share or read at home?

|  |  |
|--|--|
| <p>Can your pupils talk about their favourite books with enthusiasm and understanding?</p> <p>Tell me about a book you have enjoyed reading with pupils recently?</p> <p>How do you ensure that that pupils hear a range of quality texts?</p>   |  |
| <p><b>How did the lesson challenge the children?</b></p> <p>How did you challenge the HAP in particular?</p> <p>How do you ensure that vulnerable pupils are supported to succeed?</p> <p>How do you ensure that pupils who struggle with reading can access other aspects of the curriculum</p> |  |
| <p><b>How did the lesson meet the needs of all children?</b></p> <p>(fluid grouping and mastery)</p> <p>Assessment for learning strategies?</p> <p>How do you ensure that pupils who struggle with reading can access other aspects of the curriculum?</p>                                       |  |
| <p><b>How did you support SEND/LPAP?</b></p> <p><b>How did you adapt the lesson so all children could access it?</b></p> <p>Evidence of pre-teaching/text support/vocab support. Scaffolds being wide and varied meeting individual needs. Linked back to IEP's as appropriate.</p>              |  |
| <p><b>How do you use assessment information to identify pupils of all abilities who are falling behind in their learning and need help to catch up?</b></p>  |  |

|   |  |
|---|--|
| Use of SONAR assessment conversion grid   |  |
| <b>How do you ensure that your catch-up interventions have impact?</b><br><br>Regular review, precision monitoring, formative assessment  |  |
| <b>How does is your school's distinctive Christian vision and values lived out in this curriculum subject?</b>  |  |
| <b>What training have you had for this subject?</b><br><br>What would you like to have?<br><br>How do your leaders ensure that your knowledge of teaching reading is kept up to date? |  |
| <b>Summary</b>  |  |

| 5. Pupil conferencing   |          |
|---|----------|
| Class:  | Subject: |
| <p><b><u>CHALLENGE</u></b></p> <p>What have you been learning about? Can you show me a piece of work that really made you think?</p> <p>Show me something in your maths book that you are particularly proud of learning and why? Is the work challenging enough? Does the work match your planned curriculum? Is our curriculum challenging enough for all children?</p> <p><i>Do you like reading? Tell me about your favourite book? Do you have books in school that you can take home?</i></p> <p><i>How often are you heard read? If you are stuck when you are reading, who helps you? How often do you change your book?</i></p>  |          |
| <p><b><u>KNOW MORE, REMEMBER MORE</u></b></p> <p>In the subject, do pupils have strong fluency, accuracy, connectedness, enabling them to do something, deeper learning (FACED)</p> <p>Are children fluent and accurate about previous learning. <i>Can they recall key prior knowledge?</i></p> <p>Thinking back to last term, I see you learned Y. Tell me what you remember about Y. (Fluent and accurate?) How does the teacher help you remember important content? (Fluent and accurate?)</p> <p>What knowledge that you learned in previous lessons were you able to use in this lesson? (Connect to other areas of learning?)</p> |          |

|   |  |
|---|--|
| <p>What did you do with the knowledge you learned? Did you create something of apply it to other learning? (enable to do something else?)</p> <p>Deep learning questions? – can you tell me a bit more about ...? What else do you know about ...? How can you apply it to ...? (is it to a sufficient depth)</p> |  |
| <p><b><u>Support and catch up</u></b></p> <p>What happens if you, or other pupils need help to understand what they are learning or to catch up?</p>  |  |
| <p><b><u>LINKS TO OTHER CONCEPTS AND SUBJECTS</u></b></p> <p>Can the children talk about relationships, changes, similarities and differences, diversity, environment as part of our threaded through concepts?</p>   |  |
| <p><b><u>CHILDREN'S VIEWS AND ATTITUDES</u></b></p> <p>What's your best piece of work? Why was it your best?</p> <p>What's the best bit about this subject? Do you find out about it outside of school as well?</p>   |  |
| <p><b><u>Link to distinctive Christian vision?</u></b></p> <p>How do you link your learning with your school vision and values?</p>   |  |

|   |  |
|---|--|
| <p><b><u>HEARING CHILDREN READ</u></b></p> <p><i>How well is the book the pupil is reading matched to the sounds that the pupil knows?</i></p> <p><i>What is their understanding of the text that they have read?</i></p> <p><i>What evidence is there in the pupils' individual reading record about the frequency of reading?</i></p> <p><i>Does this match with the reading in the teachers systems?</i></p> |  |
| <p><b><u>SUMMARY:</u></b></p>   |  |

| 6: Governor report and action                           |  |
|---|--|
| XXXXX subject summary                                   |  |
| Strengths:  |  |
| Curriculum sequencing                                   |  |
| Quality of teaching                                     |  |
| Work scrutiny   |  |
| Pupils feedback   |  |
| Assessment and outcomes                                 |  |
| Teachers' feedback including subject knowledge          |  |
| Impact of school's distinctive vision on the curriculum |  |

| Weaknesses:           |  |
|-----------------------|--|
| Curriculum sequencing |  |
| Quality of teaching   |  |
| Work scrutiny         |  |

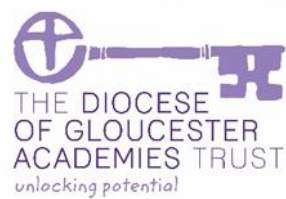
|   |  |
|---|--|
| Pupils feedback   |  |
| Assessment and outcomes                                 |  |
| Teachers' feedback including subject knowledge          |  |
| Impact of school's distinctive vision on the curriculum |  |

| Action plan for Improvement: |                 |                     |        |
|------------------------------|-----------------|---------------------|--------|
| Areas to develop             | Actions to take | Dates and deadlines | Impact |
|                              |                 |                     |        |
|                              |                 |                     |        |
|                              |                 |                     |        |

| SEND Landing Page  |  |
|--|--|
| <b>Context:</b> <ul style="list-style-type: none"> <li>No of SEND pupils on list</li> <li>No of EHCP's</li> <li>No of pupils waiting for an EHCP?</li> <li>Breakdown of needs? C and I, C and L example.</li> </ul>  |  |
| <b>How is progression planned for children with SEND?</b> <ul style="list-style-type: none"> <li>How do you know your approach builds knowledge over time and the curriculum is well-sequenced, including for children with SEND?</li> </ul>   |  |
| <b>How do you know your curriculum is inclusive?</b> <ul style="list-style-type: none"> <li>Does the curriculum match the national curriculum?</li> <li>Mastery, Scaffolding, Support</li> </ul>   |  |
| <b>How well do children with SEND achieve?</b> <ul style="list-style-type: none"> <li>How do you know?</li> <li>What evidence have you got? Is assessment accurate?</li> <li>Does data tell you about achievement?</li> <li>Include references to impact of interventions</li> <li>Links to case studies</li> <li>Progress from starting points</li> <li>Assessment conversion</li> <li>Current external data</li> </ul> |  |
| <b>How do you know that your statutory requirements set in your plans are lived out?</b> <ul style="list-style-type: none"> <li>Monitoring evidence etc.</li> <li>Accessibility plans to meet needs</li> </ul>   |  |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ SEND report</li> <li>▪ SEND Policy in place.</li> </ul>  |  |
| <p><b>What is the profile of SEND in your school?</b></p> <ul style="list-style-type: none"> <li>▪ Is QFT evident in lesson obs, planning work scrutiny etc.?</li> <li>▪ Do all staff understand and take responsibility for the needs of their children? Teachers, TAs, MDSAs</li> <li>▪ Participation/representation in clubs, teams, school council etc.</li> <li>▪ How do children with SEND feel about school/learning?</li> </ul> |  |
| <p><b>How do you support teachers who struggle to meet the needs of children with SEND?</b></p> <ul style="list-style-type: none"> <li>▪ What have you done to help teachers and TAs?</li> <li>▪ CPD - QFT as well as need-specific – impact?</li> </ul>  |  |

## Appendix 9



### Learning Walk Monitoring Form

| Year Group | Comments | Next Steps |
|------------|----------|------------|
| Reception  |          |            |
| Year 1     |          |            |
| Year 2     |          |            |
| Year 3     |          |            |
| Year 4     |          |            |
| Year 5     |          |            |

|        |  |  |
|--------|--|--|
|        |  |  |
| Year 6 |  |  |



## LESSON DIP

|  |             |          |              |
|--|-------------|----------|--------------|
| Teacher:   | Year group: | Date:    | Observed by: |
| Focus:   |             | Context: |              |
| Evaluation   |             |          |              |
| Is learning taking place?  |             |          |              |
| Are learning objectives clear to pupils?   |             |          |              |
| Are pupils making progress in the lesson towards clearly defined end points?   |             |          |              |
| Are pupils assessing their own and others' work?   |             |          |              |
| Is assessment used to inform teaching, and to help pupils embed and use knowledge fluently and develop understanding?      |             |          |              |
| Does the teacher demonstrate expert knowledge of the subject?  |             |          |              |
| Do pupils have the opportunity to engage in relevant subject discussions?  |             |          |              |
| Are new knowledge and skills built on what has been taught before?   |             |          |              |
| Do pupils know how to improve?   |             |          |              |
| Is learning appropriate?   |             |          |              |
| Are the pupils achieving well in relation to age-related expectations?   |             |          |              |
| Are teaching materials used effectively to support teaching, in a way that does not create unnecessary workload for staff? |             |          |              |
| Is this work given to pupils demanding and sequenced towards cumulatively sufficient knowledge of the subject?             |             |          |              |
| Is learning sufficient?  |             |          |              |
| Is there challenge to the learning?  |             |          |              |
| Are pupils making progress over time, with key concepts being embedded in long-term memory?                                |             |          |              |
| Does the teacher identify and correct pupils' misunderstandings?   |             |          |              |
| What is helping or hindering learning?   |             |          |              |

|  |  |
|--|--|
| Are the pupils motivated and interested in the subject?  |  |
| Does feedback and marking move pupils forward?   |  |
| Does the teacher's own speaking, listening, writing and reading support pupils in developing their language and vocabulary well? |  |
| Is there a positive school culture in the classroom?   |  |
| Are behaviour and attendance policies with clearly defined consequences applied consistently and fairly?                         |  |
| Are teaching assistants used productively?   |  |
| Are pupils learning both independently and collaboratively?  |  |
| Strengths/ Areas for Development:  |  |
|  |  |

## Appendix 10

### WORK SCRUTINY

|  |       |             |          |
|--|-------|-------------|----------|
| Date:  | Term: | Year group: | Subject: |
| Focus questions  |       | Comments    |          |
| Is the work suitably presented?  |       |             |          |
| Is the learning obvious? (e.g. an 'I can...' statement)                                |       |             |          |
| Does marking and feedback help the pupil to improve? In line with school expectations? |       |             |          |
| Is there evidence of scaffolding for SEND pupils?                                      |       |             |          |
| Is there evidence of any peer or self-evaluation to improve understanding?             |       |             |          |
| Does the work presented reflect previous planning?                                     |       |             |          |
| Does the work meet national curriculum standards?                                      |       |             |          |
| Does the work show evidence of progress being made?                                    |       |             |          |
| Does the work demonstrate fluency of basic skills?                                     |       |             |          |
| Does the work show pupils making connections with wider learning?                      |       |             |          |
| Is work appropriate and based on methods of assessment?                                |       |             |          |
| Is there evidence of pupils developing resilience?                                     |       |             |          |
| Are learning intentions clear and matched by activities?                               |       |             |          |
| Does the work demonstrate appropriate levels of challenge?                             |       |             |          |
| Is the work consistent with standards established within the school?                   |       |             |          |
| Pupils' comments about their books:  |       |             |          |
| Possible areas for development:  |       |             |          |

## Appendix 11

### PUPIL CONFERENCING

| Date:  | Term: | Year group: | Subject: |
|--|-------|-------------|----------|
| Focus questions  |       | Responses   |          |
| What do you think (subject) is?                          |       |             |          |
| What have you learnt about during (subject) lessons?     |       |             |          |
| Why are you learning this?                               |       |             |          |
| How often do you do (subject)?                           |       |             |          |
| Do you think you are good at (subject)? How do you know? |       |             |          |
| Do you like (subject)? Why or why not?                   |       |             |          |
| What have you enjoyed doing in (subject) lessons?        |       |             |          |
| What do you know/can you do that you couldn't before?    |       |             |          |
| What helps you to learn?                                 |       |             |          |
| What stops you from learning?                            |       |             |          |
| What would you like to do more of?                       |       |             |          |
| Other comments:  |       |             |          |

## Appendix 12

### BLINK TEST – LESSON DIP

Date:

Class teacher:

Led by:

| Focus  | Comments | Next Steps |
|--|----------|------------|
| Learning Environment   |          |            |
| Ambition for learning evidenced through implementation       |          |            |
| Pupils Attitude to learning                                  |          |            |
| Pupils work sequenced and systematic learning                |          |            |
| Assessment for Learning (teachers addressing misconceptions) |          |            |
| Challenge for vulnerable learners                            |          |            |
| Evaluation   |          |            |
| Future actions agreed with leaders                           |          |            |

## Appendix 13

### SUBJECT LEADER ANNUAL REPORT TO THE GOVERNING BOARD

#### Section 1 – Subject leader information

|               |  |                      |  |
|---------------|--|----------------------|--|
| Subject area: |  | Subject leader name: |  |
|---------------|--|----------------------|--|

#### Section 2 – Subject background

|  |
|--|
| The subject intent   |
| [Provide details regarding the intent of your subject, e.g. the main aims of the subject and how it should be delivered, and what pupils should be able to achieve through the subject.] |

|  |
|--|
| The subject implementation   |
| [Outline the main aims of the subject curriculum and delivery that were identified for the current academic year. Top tip: to make these clear, outline them as numbered bullet points.] |

#### Section 3 – Staff focus.

|                   |
|-------------------|
| Staff development |
|-------------------|

[Outline any key training or CPD that has been undertaken by staff over the current academic year and how this has impacted on subject development and delivery. Where possible, you should also identify how or why training was required, e.g. if there was a lack of knowledge of a certain topic area, training was needed to develop this.]

#### Section 4 – This year’s view

[Use this section to detail what topic areas were covered during each term for each year group.]

| Year group | Autumn topics |        | Spring topics |        | Summer topics |        |
|------------|---------------|--------|---------------|--------|---------------|--------|
|            | Term 1        | Term 2 | Term 1        | Term 2 | Term 1        | Term 2 |
| Reception  |               |        |               |        |               |        |
| Year 1     |               |        |               |        |               |        |
| Year 2     |               |        |               |        |               |        |
| Year 3     |               |        |               |        |               |        |
| Year 4     |               |        |               |        |               |        |
| Year 5     |               |        |               |        |               |        |
| Year 6     |               |        |               |        |               |        |

#### Enrichment opportunities

[Outline any enrichment activities conducted throughout the year, e.g., school trips, including the relevant year group and outcomes of the activity.]

### Creative tasks

[Outline any creative tasks that were set for pupils, e.g., class projects or individual research projects, or any work that should be celebrated. Top tip: include images of the work you detail here to show evidence.]

### Section 5 – Impact - Pupils’ progress and attainment

[Outline the progress achieved by pupils, including different pupil groups)

### Section 6 – Subject development

#### Measuring impact

[Outline the success criteria used for measuring impact, and how the impact will be identified and reviewed. You should also include any evidence of impact, including how pupil voice is used to monitor impact of subject – this can be qualitative and quantitative data.]

#### Previous goals

[Identify what the previous goals for subject development were and how these have been achieved, or, if not achieved, what is being done to address them.]

#### Successes

[Outline successes over the current academic year and since the last report to the governing board.]

#### Challenges

[Outline challenges over the current academic year and since the last report to the governing board. Wherever possible, outline how challenges have been overcome.]

#### Costs

[Outline any costs incurred from subject development, e.g., training or purchasing interventions.]

#### Priorities

[Outline priorities for improvements and what is being done to make sure these improvements are made.]

### Section 7 – SDP and Ofsted

#### SDP priorities

[Identify any priorities in the SDP linked to the subject area and what has been/is being done to address these.]

|  |
|--|
| Ofsted priorities  |
| [Identify any priorities from Ofsted linked to the subject area and what has been/is being done to address these.] |

Section 8 – Looking ahead.

|  |
|--|
| Priorities   |
| [Identify the priorities for subject development and delivery for the next academic year.] |
|  |

| Monitoring Book Look  | Year R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--------|----|----|----|----|----|----|
| <p>Is the level of challenge appropriate and does it match the planned curriculum?</p> <p>Include looking at specific groups of children, including SEND/PP/G&amp;T/LAP</p> <p>Look at the work in books. Does it match the planned curriculum? Is work at the right level across the subject? Are the HPAP being challenged?</p> |        |    |    |    |    |    |    |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Does the work in books match the expectations and/or medium term/weekly plans?   |  |  |  |  |  |  |  |
| Is there sufficient breadth to the curriculum?   |  |  |  |  |  |  |  |
| Do books show that work matches the expectations in the planned curriculum and are different themes and topics well-covered?       |  |  |  |  |  |  |  |
| Are there any gaps? If so, what aspects are not as well taught   |  |  |  |  |  |  |  |
| Does work show evidence of children practising and revising key knowledge and skills so that children know more and remember more? |  |  |  |  |  |  |  |
| Is there evidence of recall and revising sessions? Follow this up with the children and ask them what they remember                |  |  |  |  |  |  |  |
| Has key vocabulary been planned and taught which links to the planned curriculum?  |  |  |  |  |  |  |  |
| <u>Summary of key findings</u><br><br><u>Next Steps</u>  |  |  |  |  |  |  |  |

## SUBJECT LEADERSHIP PROGRESS REPORT

|   |                |          |
|---|----------------|----------|
| Subject:  | Leader:        | Term:    |
| Activities  | Date completed | Comments |
| Subject self-evaluation   |                |          |
| Action plan   |                |          |
| Monitoring: <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Work scrutiny</li> <li>• Planning scrutiny</li> <li>• Talking to staff/pupils</li> <li>• Questionnaires</li> <li>• Learning environment</li> <li>• Other</li> </ul> |                |          |
| Analysis of data  |                |          |
| Policy review   |                |          |
| Resources audit   |                |          |
| Staff meetings, training or INSET:  |                |          |
| Positive progress in the subject:   |                |          |
| Areas to develop:   |                |          |
| Actions arising:  |                |          |

## Appendix 14

### OFSTED PREPARATION: QUESTIONS FOR SUBJECT LEADERS

| Question   | Answer | Supporting evidence | Feedback and further actions |
|--|--------|---------------------|------------------------------|
| Pupil outcomes   |        |                     |                              |
| Is attainment and progress within your subject in line with national and local expectations?                         |        |                     |                              |
| Are there pupils who are achieving better in other subjects compared to your subject? What are the reasons for this? |        |                     |                              |
| How are pupils who give cause for concern and need extra support identified?   |        |                     |                              |
| What intervention strategies are used to support pupils who are achieving below expectations?                        |        |                     |                              |
| What has been the impact of pupil interventions?   |        |                     |                              |
| How well are the gaps narrowing between the performance of groups of pupils with different abilities?                |        |                     |                              |
| How does the narrowing of these gaps compare to the narrowing of gaps nationally?                                    |        |                     |                              |
| Teaching and learning  |        |                     |                              |

|   |  |  |  |
|---|--|--|--|
| How do you ensure that the scheme of work meets the needs of pupils, as well as statutory and curriculum requirements?  |  |  |  |
| What methods do you use to ensure that pupils are able to transfer key knowledge from the subject curriculum to their long-term memory?   |  |  |  |
| How do you monitor the quality and effectiveness of teaching?   |  |  |  |
| How do you ensure that pupils are able to read at an age-appropriate level?   |  |  |  |
| Do teachers in your subject area have good subject knowledge? If not, what are you doing to address gaps in knowledge?  |  |  |  |
| How do teachers use assessments to check pupils' understanding to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts? |  |  |  |
| What CPD opportunities are offered to staff members?  |  |  |  |
| What developments have you put in place for staff members to address weaknesses and build on strengths?   |  |  |  |

|   |  |  |  |
|---|--|--|--|
| What teaching strategies have been developed to increase pupil engagement within the subject?   |  |  |  |
| How have you increased independent learning within the subject?   |  |  |  |
| What CPD has been undertaken to enable teachers to use questions and discussions to promote learning?   |  |  |  |
| Personal development and behaviour  |  |  |  |
| How do you promote pupils' personal development and wellbeing?  |  |  |  |
| How are strong cross-curricular links developed within the subject?   |  |  |  |
| Curriculum intent, implementation and impact  |  |  |  |
| Is the curriculum rooted in a solid consensus about the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life? |  |  |  |
| What are the end points of the subject curriculum, and have you clearly identified what pupils need to know and be able to do to reach those end points?                              |  |  |  |
| How is the curriculum planned and sequenced so that new knowledge   |  |  |  |

|   |  |  |  |
|---|--|--|--|
| and skills build on what has been taught before and towards the defined end points?   |  |  |  |
| Does the curriculum reflect the school's local context and address gaps in pupils' knowledge and skills?  |  |  |  |
| How do you ensure that the curriculum remains as broad as possible?   |  |  |  |
| How do you ensure that pupils are equipped with the knowledge and cultural capital they need to succeed in life?  |  |  |  |
| How do you identify the subject content that will be most useful to pupils?   |  |  |  |
| Is the subject content taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills? |  |  |  |
| How is assessment used to support the teaching of the curriculum?   |  |  |  |
| Leadership and management   |  |  |  |
| How are professional development needs identified and met in your subject area?   |  |  |  |

|   |  |  |  |
|---|--|--|--|
| How effective is your self-evaluation in identifying strengths and weaknesses in the subject?   |  |  |  |
| How will your self-evaluation be used to develop your subject?  |  |  |  |
| How do you ensure the effective deployment of teaching assistants to effectively meet the needs of pupils?  |  |  |  |
| Safeguarding arrangements   |  |  |  |
| Are there any safeguarding concerns or arrangements in relation to the teaching of the subject?   |  |  |  |
| What detailed steps are taken to ensure that all pupils are safe during the teaching of the subject?  |  |  |  |
| Additional needs  |  |  |  |
| How are pupils with EHC plans or similar documents supported?   |  |  |  |
| How is the consistency of additional support monitored?   |  |  |  |
| How do you ensure that there is high ambition of all pupils and that disadvantaged pupils or pupils with SEND are not offered a reduced subject curriculum? |  |  |  |