

**Subject Review**

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| **Term** | **Subject** | **Subject Leader** |
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Subject leaders are responsible for completing this termly. Half a day each term will be offered to support, alongside a self-directive staff meeting per half term. In addition, we encourage leaders to dip out when year groups are covering your subject to ensure constant support. Leaders must keep track of curriuclum organisation. Leaders are encouraged to do 2 deep dives a year and can ask for support from colleagues both internally and externally. This document forms the basis of any review. Evidence should be built up over a term.

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| Consistently strong | Consistently good with elements of strong practice | Consistently good | Elements of good but lacks consistency | Areas need development-not consistent |

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| Area of focus | Enquiry to consider | Narrative/Evidence Gathered | Grading |
| Strength of intent across stakeholders | *Can all teachers describe the intent of the subject?*  *Do children know what the subject is and why they study it?*  *Is information available for Governors?*  *Is information available for parents?*  *It is evident from what teachers do that*  *they have a firm and common understanding of the school’s curriculum*  *intent and what it means for their practice.*  *Do lessons contribute to the curriuclum intent?* |  |  |
| Intent- showing ambition and links to school drivers | *Is the intent statement ambitious?*  *Is it shared?*  *Does it cover all areas of school?*  *Does it include reference to all the drivers- oracy, diversity, reading, community understanding and school values?*  *Does it refer to the school sequence of learning and metacognition?*  *Does it reflect the school curriuclum*? |  |  |
| Implementation-are children supported to know more and remember more? | *Is their evidence of prior review to start lessons?*  *Is the subject being covered well during review weeks?*  *Do teachers understand and emphasise horizontal/vertical links?*  *Do they revisit horizontal/vertical links before learning new content?*  *Is retrieval practice well implemented in your subject?* |  |  |
| Implementation-are curriuclum plans followed? | *Are year groups following the curriuclum plan?*  *The work given to pupils, over time and across the school, consistently*  *matches the aims of the curriculum* |  |  |
| Quality of teaching and learning | * *Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught.* * *They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.* * *Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.* * *Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.* * *The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge* |  |  |
| Implementation quality of pupil’s work | *Pupils’ work across the curriculum is consistently of a high quality* |  |  |
| Impact - Attainment and progress | *Pupils consistently achieve highly, particularly the most disadvantaged.*  *Pupils with SEND achieve exceptionally well.*  *Pupils develop detailed knowledge and skills across the curriculum and, as a*  *result, achieve well. This is reflected in results from national tests and*  *examinations that meet government expectations, or in the qualifications*  *obtained.*  *In year progress is evident. Leaders aim for at least 75% expected with 20%GDS* |  |  |
| Staff subject knowledge and opportunities for professional development | *Teachers have good knowledge of the subject(s) and courses they teach.*  *What evidence do you have of offering effective support for those teaching outside their main?*  *areas of expertise.*  *Does the subject lead have evidence of CPD?* |  |  |
| Enhancement across the curriuclum | *How confident are you that you intentions to develop cultural capital are achieved?* |  |  |
| Strength of subject leadership | *Leaders have a thorough view of their subject in school*  *Leaders support teachers and share their expertise*  *Leaders are clear on areas of strength and know where improvements are needed*  *Leaders are pro-active in seeking out development opportunities*  *Leaders are able to discuss their subject with confidence and clarity?*  *Leaders are confident and act independently in conducting their subject deep dives?*  *Leaders are accurate in their judgements.*  *Is a progression of work available?* |  |  |
| Policy/website | *Is the policy up to date?*  *Is the website up to date?* |  |  |

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| Areas of strength | Areas for Development |
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