

Luckington Community School

Curriculum Policy 2023



Contents

1. Curriculum Statement: Intent, Implementation and Impact
2. Core Principles
3. Our Values
4. Skills and Knowledge Progressions
5. Organisation

6. Building on Prior Learning
7. Assessment
8. Arrangements for the Governance, Management and Evaluation of the Curriculum
9. Individual subjects
10. EYFS - KS1 - KS2
11. The Role of the Subject Leader

Related Documents

Assessment Policy
Mathematics Policy
English Policy
RSE Policy
Homework Policy
Teaching and Learning Policy

1. Intent, Implementation and Impact

1.1 Intent

"Our mission is to help our children develop a strong sense of self and give them the skills, knowledge and values needed to live happy and prosperous lives in today's world. Our unique school setting, at the heart of the Luckington community, is a safe and friendly environment where children feel a sense of belonging and develop the confidence they need to progress and fulfil their potential." Luckington Community School Mission Statement 2020

Our curriculum is a significant component of our mission statement. The Luckington curriculum is not just the traditional curricular subjects; it is everything that happens from when the children step through the door until they leave. In fact, it stretches even further than this, through home learning and extra curricular activities.

It is our belief that our children will be the leaders, innovators, philanthropists and role models of the future. To achieve this, our curriculum is based around a set of values, decided on by the school community: resilience, honesty, positivity, compassion, respect, reflection and forgiveness. We believe that with these values in place, a child will be able to take the skills and knowledge they learn and use them effectively as they grow older.

Our children have traditionally done well in meeting the expectations that the National Curriculum sets out, but the key is that we want our children to make *exceptional* progress from their starting points, rather than just *good* progress. To do this, they need to master each step of the curriculum as they go, always building on what they learned before.

Our curriculum design draws on: The National Curriculum for England; consultation with stakeholders; various schemes of work; and elements of educational research.

To achieve the aims within our mission statement, we have carefully considered the design of our curriculum, to meet the needs of the children at Luckington.

Our curriculum is designed to:

- ensure that all children have the skills and knowledge they need to start secondary school confidently.
- ensure that all children have an understanding of how to keep themselves safe, happy and healthy, both physically and mentally.

- ensure that all children develop into proactive, empathetic and positive members of the local, national, international and online community.
- ensure that all children have an embedded set of values on which they base their decisions and actions in life.

Furthermore, each subject plays an important part in developing our children in the manner described above in relation to both academic skills and knowledge and their own set of values.

Reading: to ensure that all children are strong, confident readers, who read for pleasure and for knowledge.

Writing: to ensure that all children can communicate clearly, eloquently and skillfully using the written word.

Mathematics: to ensure that all children have mastered the key mathematical skills and concepts and have the ability to reason mathematically.

Computing: to ensure that all children have the skills to use technology creatively, safely, and innovatively.

Geography: to ensure that all children develop a strong understanding of the physical and cultural differences and similarities between our locality and other places in the UK and around the world.

History: to ensure that all children develop an understanding of how what has happened in the past affects the present and the future.

Science: to ensure that all children have the key knowledge in biology, chemistry and physics and have mastered the key scientific enquiry skills.

Art and Design: to ensure that all children have the ability to express themselves creatively in a number of media.

Design Technology (D.T.): to ensure that all children are innovative, forward-thinking and can plan and reflect effectively.

Physical Education (P.E.): to ensure that all children see exercise as a vital, every-day part of their lives for good physical and mental health.

Personal, Social and Health Education (P.H.S.E.): to ensure that all children are knowledgeable, rational and empathetic.

Relationships and Sex Education (R.S.E.): to ensure that all children are knowledgeable and develop a mature approach to making decisions in their personal lives.

Music: to ensure that all children develop interest and enjoyment in music.

Religious Education (R.E.): to ensure that all children develop a strong understanding, compassion and tolerance towards other cultures around the UK and across the world.

French: to ensure that all children develop the key knowledge and skills in a language other than English.



1.2 Implementation

Each term, teachers begin by identifying the skills and knowledge that they want to cover that term, ensuring that the objectives are challenging, well sequenced and include National Curriculum expectations in terms of coverage.

They then decide on a topic for that term. We try to choose topics that are relevant to the time of the year, our locality, current events or based around planned experiences such as educational visits or visitors.

The teacher will then identify the main tasks for each subject. For example, the history focus might be to create a timeline of the key historical events in Luckington over the past 2000 years. Over the space of the term, or however long the unit lasts, the children will develop the skills and knowledge needed to make their time-line.

Although at times, our topic might have a particular subject/topic focus, i.e. History/The Romans, our aim is to make them as cross-curricular and as relevant as possible. Therefore, as an example, whilst looking at how the Romans settled in Luckington, we could also be looking at a geographical focus, i.e. how the land and locality has changed over time and how it compares to that of another country.

To sequence this effectively, the teachers then put together a medium-term plan that shows, in detail, the objectives that the children will be covering over the space of a term.

Quality first teaching

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

Target Setting

- Individual progress tracked.
- Strengths and weaknesses identified, supporting planning and intervention.
- Data collected on a regular basis and shared with staff and children.
- Children have regular opportunities to discuss their progress.
- Teachers actively involve children in setting and reviewing their progress towards their targets.
- Teaching, interventions and revision programmes are adjusted in the light of the progress children make
- Parents and carers are regularly updated on their child's progress.

Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps.
- Day to day, Periodic and Transitional assessments used effectively
- Assessment for Learning (AfL) evident across the school - learning objectives, learning outcomes, success criteria, self and peer evaluation.
- Intervention (individuals and groups) who are not making sufficient progress are identified
- Provision for intervention is mapped according to need
- Detailed plans are put into place
- Learners are enabled to perform beyond age related expectations, deepening their knowledge and understanding
- Interventions are evaluated and relevant adjustments are made

- Pupil Progress Meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs.
- The use of learning resources and ICT developed to allow children to work independently and successfully.
- Make effective use of other spaces - e.g. 'outdoor classroom', hall space
- Displays to be a mixture of celebration of children's work, supportive resources and the knowledge the pupils have gained.

Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners.
- Some pupils may follow a bespoke curriculum ensuring that the whole child is developed and supported.
- The curriculum is taught through whole school themes which focus on reading and vocabulary development.

Extra-Curricular Activities

The school offers a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum.

We ensure access for all:

- Pupils have access to a range of activities before and after school.
- Pupils have access to opportunities that will prepare them for life in the future, including trips to the Life Skills Centre and visits from people in different professions to talk about their careers.
- Pupils to work with or within the community.
- Pupils to have workshop opportunities both within the school and externally.
- Pupils to have the opportunity to work closely with pupils in other schools.
- Pupils have the opportunity to participate in sporting events.
- Pupils have the opportunity to attend educational trips and visits.

Parents and carers, as well as the wider community, are involved in extended provision

- Parents and carers have access to further education.
- Parents have the opportunity to contribute to their child's education through Open Days, Curricular Evenings, Learn Alongside Your Child sessions, Special Events (i.e. World Book Day)
- Parents have opportunities to attend workshops and presentations to support and safeguard their child. The school employs a Parent Support Worker.

1.3 Impact

At Luckington, children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

Luckington uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened.

The impact of the curriculum is reviewed half termly and progress is measured against end of year outcomes for individual pupils and for the year group. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenges and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

We will measure the impact of curriculum through:

- Pupil achievement data.
- Attendance rates.
- Behaviour.
- Extra Curriculum registers.
- Pupil questionnaires.
- Pupil Voice.
- Parent questionnaires.

- Lesson observations.
- Curriculum Reviews.

2. Core Principles

The design of our curriculum has been carefully considered with the following core principles in mind:

- Each subject/topic is planned out with the subject intent, curricular intent and school mission statement in mind.
- Each subject has a skills and knowledge progression that constantly builds on prior learning and meets the requirements of the National Curriculum as well as the needs of our children.
- We have two classes, EYFS/KS1 and KS2. This means that the make-up of each class can be quite different from year to year - depending on how many children in each year group. Therefore each subject/topic is designed to meet the needs and spark the interest of all the children within a particular group. So, whilst our curriculum will always cover the breadth of the National Curriculum, the topics themselves change from year to year to acknowledge the needs and interests of the class.
- Where possible, we make the use of our unique setting and all the things it offers.
- Where possible, we use experiences, such as trips and visitors to bring learning to life.
- Learning should always challenge/stretch all groups of pupils.
- Learning should be cross curricular, careful planning, with a focus on skills and knowledge allows this.

3. Our Values

Our set of values underpin everything we do at Luckington Community School. They were decided upon by our school community as the 7 most important values that the children will need to be successful and happy in their lives. In brackets you can see examples (although not exhaustive) of how we link these to British Values:

- Respect (democracy, rule of law)
- Reflection (individual liberty)
- Honesty (mutual respect)
- Positivity
- Compassion (mutual respect)
- Resilience

- Forgiveness (mutual respect)

4. Skills and Knowledge Progressions

Over a child's time at Luckington, they will have the opportunity to cover every objective within our 'knowledge and skills progression' frameworks. Each subject has its own framework from YR - Y6 and they are based primarily on the National Curriculum for England, but also draw from different commercial schemes of work.

The aim is that any strand within any given subject, builds year on year, so that the children are always building on prior learning.

5. Organisation

The following table is a *guide* to how we allocate time to teaching each subject.

<u>Subject</u>	<u>Frequency</u>	<u>Time Allocation</u>
Mathematics	Every day	1 hour minimum
English	Every day	1 hour minimum
Phonics (EYFS/1/2) Spelling KS2	Every day Every day	20 mins 20 mins
Guided Reading	Twice a week (minimum) KS1 and daily in KS2	30 mins
Handwriting	Once a week	20 mins
Independent Reading	Every day	10 minutes minimum (could be part of guided reading)
Science	Weekly	Class 1 - 1 hour Class 2 - 1.5 - 2 hours (depending on topic)

Computing	Weekly	Class 1 - 1 hour Class 2 - 1.5 - 2 hours (could include use in other subject areas)
P.E.	Weekly	2 hours per week (includes swimming in the Summer Term)
PHSE/RSE	Weekly	1 hour minimum (could be done as shorter circle times over a week)
Geography and History	Alternating Terms	Topics should allow elements of both to be taught within any term. It is necessary to have some 'stand alone' lessons but these areas will be taught in a cross-curricular fashion.
R.E.	Weekly	1 hour
Music	Weekly	Up to an 1 hour depending on topic. KS2 learn to play the recorder as part of First Access.
French	Daily Weekly	Class 1 - day, date, weather Class 2
Art and Design and D.T.	Alternating Terms	Taught in 'blocks' i.e. a week of afternoons.

6. Building on Prior Learning

At Luckington, we are passionate that for children to really master the curriculum, they need to fully embed the skills and knowledge they learn so that they can build on it next year. Their knowledge and skills should 'snowball', so that by the time they are in Year 6, they are confidently using and applying their learning from the previous 6 years of primary school.

Our skills and knowledge progressions are designed so that each objective builds from Reception to Year 6. We then help develop this by:

- Weekly homework has a focus on key skills: reading, spelling and multiplication/division. There is a clear and simple progression for this so parents and children are clear on what they need to achieve.
- At the start of each unit, we set a home learning task that is designed to draw out what the children learned last time they looked at the related objectives. This contains a focus on vocabulary, knowledge and skills.

- Each unit begins with a 'what I already know' lesson where the children draw a mindmap. The teacher then recaps the skills and knowledge developed in previous years and terms to jolt their memory. To round off a unit, the children will update their mindmap - showing what they have learned.
- Assessment tasks require the children to use not only skills and knowledge from the current unit, but previous units too - requiring them to show that they are building upon what they already know.
- In maths - each lesson begins with a 'Flashback 4' activity - a quick intro that covers skills they have already covered in the past.
- In English, our children each have a 'non-negotiables' prompt card, designed to reflect elements of writing that we feel are a must for someone of their age. These are used throughout and at the end of lessons.

7. Assessment for Learning

Our assessment, maths and English policies provide more detailed information about how we assess the progress and attainment of the children across the curriculum.

In basic terms, we use a mix of summative and formative assessments throughout the school year. In addition to ongoing informal assessment (i.e. marking, feedback, questioning etc.) we carry out timetabled assessment points where the children show what they have learned through planned activities or tests.

8. Arrangements for the Governance, Management and Evaluation of the Curriculum

We have a small staff team of three teachers including the headteacher. It is important that our curricular reviews are high quality, effective and focused. Therefore, to ensure this, we have allocated the following subjects/roles for review on a two year cycle:

Curriculum Area	Who is responsible	Frequency
Curriculum Overview	Headteacher	x3 per year
Mathematics	Lead teacher for maths	x6 per year

English - reading	Lead teacher for English	x6 per year
English - writing	Lead teacher for English	x6 per year
English - phonics	Lead teacher for English	x6 ties per year
Values	Headteacher	x6 per year
Science	Lead teacher for Science	x1 per year
PHSE	Lead teacher for PHSE	x1 per year
Computing	Lead teacher for Computing	x1 per year
P.E.	Lead teacher for P.E.	x1 per year
R.E.	Lead teacher for R.E.	x1 per year

Art and Design	Shared responsibility	x1 every 2 years
Design Technology	All teaching staff	x1 every 2 years
Music	All teaching staff	x1 every 2 years
French	All teaching staff	x1 every 2 years
P.E.	All teaching staff	x1 every 2 years
Geography	All teaching staff	x1 every 2 years
History	All teaching staff	x1 every 2 years

There are a few strategies that we use to review our curriculum provision. Lesson observations are used to evaluate the effectiveness of teaching and learning. We also carry out Book Looks/Scrutinies as a team to evaluate the effectiveness of the curriculum. Curriculum leaders will also interview children about each subject as part of their reviews and look at their work in each area.

9. Individual subjects

Information about Maths and English (and related areas such as phonics) can be found in the relevant policies.

9.1 Science

Our aim is to ensure that all children have mastered the key scientific enquiry skills alongside the key knowledge in biology, chemistry and physics. Science provides the basis for understanding the world through the disciplines of biology, chemistry and physics. Pupils will be taught the essential aspects of the knowledge, methods and processes and uses of science. Pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Science content is taught through the development of scientific skills such as asking and answering questions, the development of scientific language and identifying differences, similarities and changes. These skills are taught through a cycle of topics drawing from various schemes of work.

9.2 Religious Education (RE) and Collective Worship

We aim to ensure that all children develop a strong understanding, compassion and tolerance towards other cultures around the UK and across the world. RE is taught in accordance with the Wiltshire Agreed Syllabus for RE and Discovery RE. Alongside Christianity children study other major religions such as Islam, Judaism, Hinduism and Sikhism. We have daily acts of collective worship (assembly) that are led by school staff and representatives of local churches; these usually link to our school values. On a Friday we have a 'Stars' Assembly where we celebrate the achievements of the children with family and friends. Families are also invited to join us for services in Luckington Church at Christmas and Harvest Festival. Parents are able to withdraw their child from RE or collective worship but should discuss this with the headteacher.

9.3 Art and design

We aim to ensure that all children have the ability to express themselves creatively in a number of media. Art, craft and design embody some of the highest forms of human creativity; it engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works. As their skills develop pupils are encouraged to think critically and develop a more rigorous understanding of art and design. They will learn how art and design both reflect and shape our history, and contribute to the culture and creativity. Children produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; and evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Visits are made to provide first hand experience of the work of artists. Art is taught through a variety of resources.

9.4 Computing

We aim to ensure that all children have the skills to use technology creatively, safely, and innovatively. Computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both

natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through information and communication technology - at a level suitable for the future workplace and as active and safe participants in a digital world. Throughout computing education there is an emphasis on online safety. Computing skills are taught through the Purple Mash Scheme of work. See also the computing/online safety policies.

9.5 Design and technology (DT)

We aim to ensure that all children are innovative, forward-thinking and can plan and reflect effectively. DT also prepares children to participate in a world of rapidly changing technology. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing as well as learning and applying skills specific to DT. The main areas of study in DT are mechanical and electrical systems, structures and mechanisms, textiles and cooking and nutrition. DT is taught through a variety of resources such as Projects on a Page, ideas from STEM and the Nuffield Primary DT.

9.6 Geography

We aim to ensure that all children develop a strong understanding of the physical and cultural differences and similarities between our locality and other places in the UK and around the world. Geography provokes and answers questions about the natural and human worlds. Pupils will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children will be taught the geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). The local environment around Luckington is frequently used to develop geographical understanding and skills.

9.7 History

We aim to ensure that all children develop an understanding of how what has happened in the past affects the present and the future. In history children are helped to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The key areas developed through the teaching of history are chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation and enquiry and being able to organise and communicate their findings. For the younger children the historical themes they explore are related to their own experiences. At both key stages children study local history which for us includes Sir Stewart Menzies and the impact he had on Britain's involvement in the Second World War. Work in history is often supported by visits in the local vicinity and other museums and sites which extend and enrich the teaching of the history topic..

9.8 French

We aim to ensure that all children develop the key knowledge and skills in a language other than English. Weekly French lessons are taught from Yr 3 onwards. In EYFS/KS1 the children start each morning looking at some key vocabulary: greetings, days of the week and weather. KS2 pupils are helped to express their ideas and thoughts in French and to understand and respond to its speakers. They learn to speak with increasing confidence and fluency through discussions and conversations; they continually improve the accuracy of their pronunciation and intonation. French is taught following the Kapow scheme of work.

9.9 Music

We aim to ensure that all children develop interest and enjoyment in music. The teaching of music develops children's ability to listen and appreciate a wide variety of music and they are encouraged to take an active role in composing and performing music. The school has a strong tradition of music and we greatly value the contribution music makes to everyday life and strive to involve as many children as possible in musical activities. Children in KS2 are taught to play the recorder so they are able to learn how to read notation and experience what it is like to play an instrument. We hope that after learning to play the recorder, that they will extend their musical expertise by learning to play another instrument. Children are able to have extra curricular music lessons on the piano, guitar or drums at present, although we use Wiltshire Music Service and so could arrange for any instrument to be taught. Children regularly take part in events like Young Voices and carol singing for elderly people in the village. There are opportunities for children to attend concerts and perform in venues such as the

Birmingham Arena as well as enjoying performances by groups of musicians who visit the school. Music is taught using a range of resources, but primarily the Charanga and Sing Up programmes.

9.10 Physical Education (PE)

We aim to ensure that all children see exercise as a vital, every-day part of their lives for good physical and mental health. In PE children develop their physical competence and confidence as well as their ability to perform in a range of activities such as gymnastics, games, dance, athletics and swimming. PE provides opportunities for children to be creative, competitive and to tackle challenges as individuals, groups and in teams. Opportunities to compete in sport as part of the local cluster of schools and other activities build character and help to embed values such as fairness and respect. We are incredibly proud of the opportunities that we provide for our children in this area; by the end of Year 6, every child has had the opportunity to represent their school in a sport - the vast majority of children will have done this many times throughout their time with us. It also promotes positive attitudes towards active and healthy lifestyles. During residential trips, children take part in outdoor and adventurous activities such as climbing, abseiling, mountain biking and orienteering. In the summer term, the whole school swim weekly at the Malmesbury Leisure Centre. RealPE is used as a core scheme of work.

9.11 Personal, Social Health and Economic Education (PSHE)

We aim with PHSE to ensure that all children are knowledgeable, rational and empathetic and with RSE to ensure that all children are knowledgeable and develop a mature approach to making decisions in their personal lives. PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens with an understanding of British values. 'Circle time' is an integral part of the PSHE teaching when children are able to express their views and opinions on concerns they may have. Drugs Education and RSE are part of PSHE teaching. 'Coram' is the main resource used for PSHE teaching and the subject is a real strength of our school. See PSHE and RSE policies.

10. EYFS - KS1 - KS2

Our Values underpin our approach to education in each stage of school. While we stick closely to the Early Years Framework for our Reception children, by the nature of how our classes are structured, the youngest children are naturally exposed to elements of the KS1 curriculum. This really helps prepare our Reception children for starting Year 1. So that all the children in our EYFS/KS1 class can learn together, more often, we have added the Early Learning Goals to our Skills and Knowledge Progressions; meaning

that there is a clear path from EYFS to Year 6. All children eat together on mixed aged tables and play together in the playground, helping relationships grow and aiding transition between class 1 and class 2.

11. SEND and AGT

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. We always provide additional resources and support for children with special needs as defined in his/her Individual Support Plan.

The progress of all pupils is continuously monitored and each child has targets for development at an appropriate individual level. Staff ensure that the curriculum is accessible to pupils of all abilities.

12. The Role of the Subject Leader

The role of the subject leader is to: provide a strategic lead and direction for the subject; support and offer advice to colleagues on issues related to the subject; monitor pupil progress in that subject area; provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.