



# Kenmore Park Infant & Nursery School



## Curriculum Leaders Policy and Practice.

### **Rational**

The role of the Curriculum Leaders is paramount to overseeing the work covered by the pupils and the raising of their standards of achievement. Certain core Curriculum Leaders will have a TLR assigned to their area but all teaching members of staff will be responsible for a curriculum or area of leadership unless they are an NQT. The emphasis upon placing the leaders at the heart of the school, will ensure ownership of the curriculum by the staff, the continuation of raising levels of expertise, the leadership of that area and the ability of other staff to use the Curriculum Leader as an expert teacher.

### **The aims and objectives of the Curriculum Leader policy**

- To match QCA schemes of work to the school's scheme of work
- To ensure coverage of the National Curriculum
- To raise pupil achievement
- To become an expert teacher with up to date knowledge
- To lead INSET on that area
- To liaise with outside agencies
- To organise and review resources
- To have an overview of attainment across the school and from/into other development
- To help celebrate success
- To update the policy and guidelines in line with the SDP
- To ensure that issues of SEN, gender or EAL are taken into account in planning and practice.

### **Planning**

Curriculum Leaders will need to collect and collate planning from across the year groups to ensure that all areas of the National Curriculum are met. They may be involved in assisting or advising year groups on what must be included and different ways of teaching the subject. This may involve working collaboratively with individual members of staff, team teaching or providing exemplar lessons. Planning must include elements of differentiation so that all pupils will have access to the curriculum regardless of their needs.

### **Assessment**

Along with the school procedures for assessment, the leaders are responsible for ensuring that assessment takes place in their curriculum area. He/she will need to gather assessment data to look at trends across the whole school and use this to advise the Headteacher and other staff accordingly.

### **Monitoring**

In line with the schools monitoring programme, the leaders will arrange to sample children's work from across the year groups and submit a written report to the Headteacher on their findings. They will also be involved in lesson observation along with the Deputy and Headteacher. Findings from this and the work sampling should be reported back to the staff and the Governing Body through SDP evaluations. Leaders will use the standard monitoring



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forms for both the work sampling and the lesson observations. Information gained from this will be deemed as confidential and only main findings will be reported back to the staff.

### **Portfolio of Evidence**

Leaders will be required to keep a portfolio of evidence about their subject. This may include feedback to staff, exemplar pieces of pupils' work, monitoring by the LA or outside advisers and anything else the leaders feels is important. This will form a core of evidence on attainment and may be used for outside bodies such as Ofsted.

### **Resources**

It is important that resources are kept up to date or renewed as necessary. The leaders will be given a budget with a termly cost centre print out. If a leader wishes to purchase new resources they will need to complete their order in the agreed order form. Once this has been agreed by the Headteacher and is in line with their budget allocation, the school administrator will then order the new resources. When they arrive at school and have been checked against the order and delivery note the leader is then responsible for the storages or distribution of the new resources. Any resources which are inappropriate should be taken out of circulation and reported to the Headteacher immediately.

If the leader wishes to purchase resources outside their budget allocation they should discuss this with the Headteacher before placing an order. If their subject is part of the action cycle on the SDP then further funds maybe available under the budget heading SDP.

### **Equal Opportunities/Racial Diversity**

All new resources and plans must be in line with the school's equal opportunities policy and racial diversity policies. It is the leader's role to help promote equality of opportunity in their particular subject area and to bring to the attention of the Headteacher any discrepancies found. It is the school's belief that all pupils should have equal access to all parts of the curriculum and where possible to foster its promotion within the school and the wider community.

### **Outside Links**

The leader is responsible for developing outside links as appropriate. This may include advisers, other schools, local businesses and a range of other support services. Any other adults working with the children should not be left unsupervised unless they have been cleared through the DBS checks and agreement sought with the Headteacher.

### **Ongoing training**

Leaders are expected to increase their subject expertise by attending courses and subject leaders meetings. This not only provides a very good focus for their own continuing professional development, but will enable staff to be kept up to date with Harrow e-learning portal as well as keeping an eye out for national courses. The school will endeavour to provide release for appropriate courses especially if they are linked to the SDP.



## **Feedback and INSET**

Leaders will be expected to give feedback from their observations at a staff meeting. This feedback should be constructive and mention areas of excellence and areas for development. Individual staff should NOT be identified but issues with certain year groups/key stages can.

The emphasis is on professionalism and ways in which the school can raise levels of attainment. Staff may wish or be required to lead staff INSET on their particular area. This will be in line with the INSET programme and teachers should speak to the HT to arrange a mutually convenient time so that it can be slotted into the INSET schedule. Leaders should also give feedback on any courses they have attended by completing the online evaluation and also verbally as part of the weekly staff briefing and year group meetings.

## **Release Time**

At present we are operating two specific release times to aid leaders in fulfilling their roles.

### 1. Book sampling and Lesson Observation

Curriculum leaders are released on a rolling rota so that they will be able to sample the children's books and observe a lesson.

The Headteacher and/or Deputy will also carry out simultaneous observations of other classes in the year group. Staff will need to be flexible with their timetabling and it may be necessary to ask teachers being observed to move particular subject lessons to coincide with curriculum leaders release time. After observation and work sampling the leader, Headteacher and/or Deputy will discuss their findings.

### 2. Leader's Professional Development Session

The School will strive to maintain at least one professional development meeting per academic year for leaders. Leaders will be free to use this session as they feel best with the agreement of the Headteacher. Before their Leader's day, staff will have to complete the SDP priorities proforma and then list their achievements at the end of the day. This will allow the leaders to focus on specific areas of their role. They may wish to involve LA advice as necessary.

**Signed:** *R. K. Mahil-Pooni*

**Date:** September 2017

**Approved by the Governing Body:** 11<sup>th</sup> October 2017