**Subject Reporting** *Guidance notes*

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| **Subject** | **Subject leader** | **Date last updated** |

This document can serve multiple purposes. It enables subject leaders to report internally to senior leaders, to governors and can be used in peer review. It also helps subject leaders prepare for any conversations with inspectors. Evaluation notes should be concise. There is no need to attach or describe evidence as this can be shared through other routes, if needed. However, subject leaders should be able to refer to evidence with inspectors.

The first section explores the *curriculum definition and leadership* *actions*. The second section in blue explores the *impact of this on pupils learning outcomes*.

Once completed, this document only needs updating periodically -perhaps once or twice a year.

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| **Feature** | **Current evaluation***Remember that there are different audiences for this document. You are writing for yourself as a aide memoire, but also for the headteacher and governors.*  | **Next steps** |
| 1. **The school’s curriculum intent is defined and understood by leaders and teachers.**
 | *This is a very short evaluation – is the intent for the whole curriculum coherent and understood? It is important because thee principles and aspirations need to be reflected through every subject.* *Example extract: Aspects of the intent are regularly discussed in staff meetings so that everyone stays aware of how they can be implemented.* | *All of the next steps through this document can be concise – the document is not an action plan. Once fulfilled with positive evidence recorded in the current evaluation, the next step can be deleted or updated.* |
| 1. **The subject intent is defined and understood by the subject leader and teachers.**
 | *The subject intent flows from the curriculum intent. It allows for the specific features and emphasis within each subject. This might include elements such as a high focus on investigative work in science, analysis of sources in history or experimentation in art. All elements defined in the subject intent should be evidenced in practice.**Example extract: Our intent to create active learners is visible in History as we expect pupils to analyse and explain source documents in every unit.* |  |
| 1. **The school’s curriculum map sets out what *should be taught* in the subject. This includes the specific knowledge that will be taught in each cohort, each year to ensure progression.**
 | *The curriculum map will be a layered document, setting out the units of study that will be taught in each cohort. For example, the Fire of London is typically taught in history in Y1 or Y2. In the most successful schools this then layers down to the precise knowledge to be taught to pupils in each unit. This supports both existing and new teachers in the school, ensuring that each subject unit is taught to an agreed level of detailed knowledge. It also includes the relevant skills that demonstrate the application of that knowledge. If this is in place, the subject leader only needs to be confident that s/he can give examples. This is the basis of all monitoring and evaluation that follows.* *Example extract: In Art we detail the technical knowledge and vocabulary that pupils need to learn in each media we teach. This builds progressively as they move through the school. We relate this to the ways artists have applied that knowledge.* |  |
| 1. **The subject leader knows *what is being taught* in each cohort across the year and how this is intended to ensure progression.**
 | *The difference between B and D looks simple, but is essential. Does the subject leader know that what should be taught, is being taught consistently across the school?**If teachers wish to change the sequencing or content of units in the subject, they should agree this with the subject leader in advance, who should check it with the senior leaders.**Example extract: In September all teachers confirm their intended sequencing of units and we check this matches our curriculum plan. At least once a year I have a detailed conversation with each teacher about a forthcoming unit to help them evaluate their coverage a depth of expectations.* |  |
| 1. **The subject leader monitors and evaluates the implementation of the curriculum to identify strengths and areas for further development.**
 | *The fulfilment of this feature powers the evidence in all the others below.**Very concisely, how does the subject leader monitor and evaluate the quality of implementation from EYFS to Y6?If the subject is lower priority (maintenance) in a given year, this might be light touch. If the subject is high priority (improvement) then it will be more frequent and intensive.**Example extract: My learning conversations with cohort teams gives me a detailed picture of what they are teaching and the intended outcomes. I check this through pupils voice where they show me their work and explain what they have learned.*  |  |
| 1. **Teachers plan for specific learning outcomes across each sequence of lessons that match the school’s curriculum map.**
 | *If the subject curriculum details the knowledge to be taught then ongoing planning must align with this. The subject leader’s confidence in this can be triangulated from teacher planning, pupils’ work and pupil voice. The most effective way of gathering and cross referencing this information is through learning conversations. (See unit 3).**Example extract: In Geography we make sure pupils understand and respond to precise objectives by phrasing them as questions. For example, in the Rivers study we ask, ‘What causes rivers to flow?’ ‘Do rivers stay the same size and shape forever?’ ‘What’s the difference between a brook, a stream and a river?’ and so on.* |  |
| 1. **Teachers make specific links between prior and current learning in their teaching, so that learners make connections in their subject knowledge and understanding.**
 | *All learning builds on prior knowledge and skills.* *How do you know that teachers refer to this to keep it in memory and applied by pupils?* *Does the curriculum highlight the relevant prior learning in each unit and what pupils should already know?* *Are all teachers using this to remind pupils and reinforce that knowledge?**Example extract: In Science we link every unit to those relevant units that have been taught before. Every teacher knows which core knowledge to revisit and consolidate at the beginning of the next coverage. They also know what will come next, either in KS2 or KS3 so they have a full understanding of where their teaching fits in.*  |  |
| 1. **Cross curricular links are made between the subject and other subjects, where relevant and meaningful.**
 | *The weight placed on cross-curricular links varies between schools depending on whether the curriculum is structured and taught in a connected form, or as subject based lessons. Most schools use a combination of the two. The choice does not matter, as long as relevant links are made to reinforce pupils’ understanding.**We use Maths in every subject where meaningful. For example, when we look at the UK population in Geography we compare it with other countries. We get pupils to work out average population by land area to compare them. They realise that the largest population does not always mean the most crowded land space.* |  |
| 1. **Teachers adapt their planning and teaching from lesson to lesson to ensure that learners stay on track to meet or exceed intended outcomes by the end of the sequence.**
 | *However well developed the curriculum is, it will need ‘fitting’ to each cohort and class in your school context. The planned knowledge and skills outcomes defined should not be changed, but the strategies and pace to achieve this will need to be adapted responsively for each group of pupils.**In larger schools with parallel classes, there might be adaptation of pace, presentation and method between classes. However, the cohort should be aiming for the same outcomes and teachers need to liaise to moderate this together whilst teaching the unit.* *Example extract: The SENCO has regular conversations with teachers to see how implementation is adapted for named pupils. We work together to ensure that pupils with SEND still access core concepts and vocabulary in Design Technology which they apply practically.* |  |
| 1. **The impact of relevant professional development is monitored and evaluated.**
 | *Professional development is designed to lead to improved outcomes, so the key question is, does it? This includes training, curriculum refinement, new resources or changes to timetabling.* *Example extract: We’ve looked carefully at the use of imagery in writing – how authors ‘show not tell’. There are particularly good examples of this in Y5 and Y6 building on their reading work on inference and deduction.* |  |
| **Outcomes** | **Descriptors and evaluation** |
| 1. **Learners’ books show progression of knowledge, skills and understanding over time.**
 | Learners’ books show how they engage with prior learning and blend this with new taught knowledge and skills. They demonstrate this in their work through carefully structured activities. Work evidence shows regular opportunities for excellent progress by moving learners on as soon as they are ready and letting them make this choice when appropriate.   | *These blue sections are all outcome sections – the impact achieved by your curriculum and teaching.* *The descriptors on the left will guide your reflection and determine the agenda when you are looking at pupils’ work. The best way to evaluate this evidence is to talk with pupils with their books and ask them to show and explain their progress to you.**Example extract: In French the pupils’ books show how we accumulate vocabulary and phrases across each year. Their books move up with them, and the thematic vocabulary means that they can find prior knowledge quickly and easily.* |
| 1. **Learners engage with the subject and enjoy their learning in it.**
 | Learners are keen to initiate and take ownership of learning in the sequence of lessons by offering knowledge and asking questions. | *This is best gained through pupil voice, or lesson visits.**Example extract: We spend time in PE lessons requiring pupils to explain their choices of action and sequencing. They demonstrate to each other and are questioned by their peers, extending everyone’s learning.*  |
| 1. **Learners can talk about their knowledge and understanding in the subject from prior and current learning and make connections between them.**
 | Learners can talk about their successes in the subject, issues they have found challenging, and how they overcame those difficulties. They make strong and precise connections within and between subjects. | *This is best gained through pupil voice.* *Example extract: In EYFS the children have been making ‘rockets’ by placing a puppet on a plastic bottle and crushing the bottle to fire it into the air. When I talked with a small group they were able to say what would happen to the puppet if they used a bigger or smaller bottle. They could explain that it is the air coming out of the bottle that makes the puppet fly off.* |
| 1. **Learners can talk about their progress in the subject and demonstrate this in their work.**
 | Learners can talk about and show their progress over time and can comment on their progress at different points depending on what they found challenging and when they could move on quickly. Many can propose their next steps accurately. | *This is best gained through pupil voice.**Example extract: Y5 have been extending their division in Maths. they can talk about how everything they have learned builds into their ability to complete long division and explain their process.* |
| 1. **Most learners reach age related expectations in the subject.**
 | The **majority** of learners reach age related expectations in the subject, (50% - 74%). Few exceed them. (RI/Good)**Most** learners reach age related expectations in the subject, (75% -89%) and some exceed them. (Securely good)**Almost all** learners reach age related expectations in the subject, (90%-99%) and a significant proportion exceed them. (Outstanding) | *In many subjects there are no standardised measures of attainment or progress. A subjective assessment against your curriculum expectations, backed by work scrutiny will suffice.**Example extracts: In Reading our assessment data shows us that 78% of pupils in Y2 reach ARE and 24% exceed this.**In Art we are confident that most learners reach age related knowledge expectations and can apply this in their practical work.**In RE almost all learners access core knowledge and the majority have a good level of understanding that they can explain.* |