



Ysgol yr Holl Saint All Saints' School



Curriculum Leadership Policy

Equality Act Impact Assessment	YES	NO	November 2018
Last Review Date	November 2023		
Date to be reviewed by Senior Management Team	October 2025		
Date Adopted by Governing Body	14.11.2023		
Head Teacher - Mr Richard Hatwood			
Chair of Governors – Mrs Jane Tinniswood			



Introduction

At Ysgol yr Holl Saint - All Saints' School, it is the role of the Curriculum [AoLE (Area of Learning and Experience)] Leaders to implement the vision of the school through their AoLE.

Curriculum Vision



Purpose

The core purpose of Curriculum Leaders is to provide professional leadership and management for an AoLE to secure a high standard of teaching, effective use of resources and improved standards of learning and achievement for all pupils.

A Curriculum Leader provides leadership and direction for the AoLE and ensures that it is managed and organised to meet the aims and objectives of the school and the subject. While the head teacher and governors carry overall responsibility for school improvement, a Curriculum Leader has responsibility for securing high standards of teaching and learning in their AoLE as well as playing a major role in the development of school policy and practice. Throughout their work, a Curriculum Leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.

A Curriculum Leader plays a key role in supporting, guiding and motivating teachers in their relevant areas. Curriculum Leaders evaluate the effectiveness of learning, the curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the AoLE. They also identify needs in their areas and recognise that these must be considered in relation to the overall needs of the school. It is important that a Curriculum Leader has an understanding of how their areas contribute to school priorities (school development plan) and to the overall education and achievement of all pupils.

Strategic direction and development of the AoLE

Within the context of the school's aims and policies, Curriculum Leaders develop and implement AoLE policies, non-negotiables, plans, targets and practices, which reflect the school's commitment to high achievement, effective teaching and learning. This takes place through an annual AoLE Audit which guides development.

Standards and Progress

Curriculum Leaders evaluate practice and develop an acceptance of accountability. They monitor the progress made in their AoLE, including consistency and inclusion of relevant non-negotiables. They evaluate the effects on teaching and learning, and use this analysis to guide further improvement, using a variety of Curriculum Leader tools such as Learning Walks.

Once self-evaluation activities linked to an AoLE have taken place, the findings are acted upon by the Curriculum Leader:

- A report would usually be written for Governing Body through the Blippit system.
- Feedback is given to head teacher and to colleagues
- Any areas for development are fed into the AoLE Audit and acted upon.
- A Standardisation File is kept in school for all AoLEs.

Curriculum for Wales

As the Curriculum for Wales is embedded across the school, moving forward, Curriculum Leaders will:

- Manage the development of long, medium and short term plans relevant to their area.
- Support Senior Leaders in reviewing teacher's plans to ensure these are in line with school procedures and that the plans meet the needs of the class, providing appropriate differentiation, levels of progress and challenge and are pitched to meet the needs of all the pupils.
- Ensure that teachers are clear about the Learning Intentions used in lessons, understand the sequence of teaching and learning within the AoLE, and communicate such information to pupils as part of their learning journey.
- Establish a clear, shared understanding of the importance and role of the AoLE in contributing to pupils' spiritual, moral, social, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Ensure curriculum coverage, continuity and progression in their AoLE for all pupils, including those in receipt of Pupil Development Grant and those with Additional Learning Needs.
- Use data effectively, where appropriate to identify pupils who are underachieving in the AoLE and, where necessary, create and implement effective plans of action to support those pupils or cohorts.

In School Improvement Curriculum Leaders should:

- Create a climate which enables other staff to develop and maintain positive attitudes towards the AoLE and confidence in teaching it.
- Review the AoLE Audit annually allowing them to be clear about action to be taken, timescales and criteria for success and how it relates to the School Development Plan.

Curriculum Leaders develop feed into the annual cycle of monitoring, relevant to the School Development Plan throughout the academic year. (Monitoring & Evaluation Schedule in School Development Plan). They ensure that through monitoring activities, that they write evaluatively and that any evidence collected is uploaded to Blippit to provide feedback to others.

Resources

Curriculum Leaders ensure the effective and efficient management and organisation of learning resources, including digital technology to meet the objectives of the school and AoLE Audits, and to achieve value for money. Resources are organised, stored appropriately and all staff have access to them.

They will be kept up-to-date and are relevant to the themes covered in the AoLE. Where new resources are needed, these need to be identified on the annual audit and a request made, along with costings, to the head teacher, for consideration. Curriculum Leaders will make bids for resources annually (usually in February in time for the setting of the new budget).

Staff Professional Learning

Curriculum Leaders:

- Audit professional learning needs of staff regularly and lead professional development of staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary.
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the AoLE and of different pupils.
- Provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.
- Establish clear expectations and constructive working relationships among staff through team working and mutual support.
- Ensure that the headteacher, senior managers and governors are well informed about AoLE policies/ vision statements, plans and priorities, the success in meeting objectives and targets, and AoLE-related professional development plans through meetings and reports report to the Governing Body.
- Requests for Professional Learning opportunities that will incur a cost to the school are made to the Headteacher giving details of the training and how it will impact upon pupils' learning.

Evaluation & Review

This policy will be reviewed by the Senior Management Team and Governing Body and adopted by the Governing Body as per the schedule on the front page.

Appendix A: Curriculum Leader File Contents

Section 1 - Policy

- AoLE specific policy/ vision statement with the date of next review

Section 2 - Standards and Progress

- Annual AoLE Audit

Section 3 - Curriculum

- Agreed school long term planning
- Medium term planning showing links to Descriptions of Learning
- School Development Plan
- Relevant School Development Team Plans

Section 4 – School Improvement

- Monitoring and Evaluation Schedule
- Evidence of planning scrutiny carried out (Blippit Board Report)
- Records of discussions with pupils and staff (Blippit Board Report)
- Evaluation of children's work/book scrutiny (Blippit Board Report)

Section 5 - Resources

- Any key information recorded e.g website log ins, specific items etc.

Section 6 – Staff Professional Learning

- Record of staff professional learning

Section 7 – Securing Accountability

- Reports to Governing Body

Appendix B

AoLE Tasks and Timetable	Task	Accountability
Summer Term	<ul style="list-style-type: none"> ➤ Review and write vision statement ➤ Share updated vision statement with staff ➤ Add vision statement to school website ➤ Add vision statement to subject policy ➤ Review and rewrite (if necessary) the AoLE policy ➤ Complete AoLE annual audit. ➤ Share with staff 	<ul style="list-style-type: none"> ➤ Vision is agreed and in displayed on the school website.
Autumn Term	<ul style="list-style-type: none"> ➤ Monitor the vision in the AoLE through some of the following: <ul style="list-style-type: none"> o planning scrutiny o work scrutiny o learning walk o observation o pupil voice o pupil assessment workshops <ul style="list-style-type: none"> ➤ Communicate any areas for development from the AoLE that need to be a focus on next year's School Development Plan. 	<ul style="list-style-type: none"> ➤ Carry out a range of monitoring procedures and write a brief report to Governing Body based on your findings.
Spring Term	<ul style="list-style-type: none"> ➤ Ensure the resources promote the AoLE vision ➤ Organise and maintain resources, including network files. Network locations should include folders for each the following: <ul style="list-style-type: none"> o Resources o Information from training o Cluster meetings o Assessment o Staff Meetings 	<ul style="list-style-type: none"> ➤ Resources, including those online, are well organised, support the vision and are easy to access ➤ There is a range of evidence stored on the network to show the AoLE vision in action

	<ul style="list-style-type: none"> ➤ Collect, and store on the network, evidence that shows the vision in action across the school and moderated work ➤ Create and maintain an online AoLE file to include: <ul style="list-style-type: none"> o Policy o Reports written o SDP and linking work and actions o Evidence o Moderated work 	
Ongoing	<ul style="list-style-type: none"> ➤ Attend relevant cluster meetings and training ➤ Engage in School Improvement Service Professional Learning activities. ➤ School Partnership Programme as a tool to secure school improvement. 	<ul style="list-style-type: none"> ➤ Feedback to staff (usually in the weekly staff meeting)