

Subject Leadership 2023/24

CONTENTS

- Subject Leadership at SMFA
- How does the role of Subject Leader fit into SMFA's Ofsted Statement of Action?
- Aligning INTENT, IMPLEMENTATION AND IMPACT to the Education Inspection Framework to ensure we meet the criteria for a good quality of education
- Computing long term plan
- Progression of skills
- Vocabulary Progression
- Planning (examples)
- Knowledge organisers (examples)

Subject Leaders at SMFA

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum, and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at SMFA are part of both the Middle Leadership and the SMFA Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness, and strengths of other leadership team members.
- Establish a collective responsibility for demonstrating that everyone makes a difference.
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum.
- Enrich the curriculum.
- Share knowledge, expertise, skill, passion, and enthusiasm.

How does the role of Subject Leader fit into SMFA's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in June 2023's Ofsted inspection as areas that need to be developed. The actions below link directly to the role of school Middle Leaders.

AFI 1 – Curriculum

"Most of the curriculum has been reviewed and newly implemented to take into account what pupils know. This process is further ahead in its development in reading and mathematics. In these areas, leaders consider the starting points of pupils carefully, so they build knowledge and understanding step by step. Teachers receive effective training and support. As a result, teachers plan learning that helps pupils build on prior learning. This ensures that pupils deepen their learning and are consequently generally achieving well."

Most of the curriculum has been reviewed and newly implemented. Aside from English and mathematics, leaders have identified gaps in pupils' learning and are further refining the curriculum to include what knowledge pupils need to learn to catch up. This includes pupils' knowledge of subject-specific vocabulary. Leaders should ensure that the curriculum they intend to offer is planned well, using the information they know about what pupils need to learn. Leaders should ensure that teachers are trained to implement the curriculum so that their delivery adheres to leaders' specification, ensuring that pupils catch up and are ready for the next stages of their education.

Aligning INTENT, IMPLEMENTATION AND IMPACT to ensure we meet the criteria for a good quality of education in the Education Inspection Framework

Intent:

Install a sense of enjoyment around using technology and to develop pupil's appreciation of its capabilities and the opportunities technology offers to, create, manage, organize, and collaborate.

Tinkering' with software and programs forms a part of the ethos of the scheme as we want to develop pupils' confidence when encountering new technology, which is a vital skill in the ever evolving and changing landscape of technology. Through our curriculum, we intend for pupils not only to be digitally competent and have a range of transferable skills at a suitable level for the future workplace, but also to be responsible online citizens.

This guidance was created to help equip children for life in the digital world, including developing their understanding of appropriate online behavior, copyright issues, being discerning consumers of online information and healthy use of technology.

Implementation:

Teacher's plan:

- To incorporate computing vocabulary
- Themed learning environments to immerse children in the subject.
- Links to good quality text
- A cycle of lessons for each topic, which plans for progression and depth.
- Progression in skills using relevant Milestones.
- Challenging questions to develop thinking skills.

Impact:

Our Computing Curriculum is high quality, well thought out and is planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- Pupils make good progress through computing I skills demonstrated in learning.
- Pupil discussions about their learning

Long Term Plan



	TERM 1		TERM 2		TERM 3	
Reception	Introduction to PE : Unit 1 Introduction to PE : Unit 2	Ball Skills : Unit 1 Fundamentals : Unit 1	Gymnastics : Unit 1 Dance : Unit 1	Gymnastics : Unit 2 Dance : Unit 1	Ball Skills : Unit 2 Fundamentals : Unit 2	Games : Unit 1 Games : Unit 2
Year 1 <i>Year 1</i>	Ball Skills Fundamentals	Ball Skills Target Games	Dance Sending and Receiving	Gymnastics Invasion Games	Athletics Net and Wall Games	Athletics Net and Wall Games
Year 2 <i>Year 2</i>	Ball Skills Fundamentals	Ball Skills Target Games	Gymnastics Sending and Receiving	Gymnastics Invasion Games	Athletics Net and Wall Games	Athletics Net and Wall Games
Year 3 <i>Year 3</i>	Ball Skills Y3/4 Fundamentals Y3/4	Football Netball	Gymnastics Fitness	Dance Fundamentals Y3/4	Athletics Tennis	Athletics Tennis
Year 4 <i>Year 4</i>	Football Netball	Tag Rugby Hockey	Gymnastics Handball	Gymnastics Dodgeball	Athletics Tennis	Athletics Tennis
Year 5 <i>Year 5</i>	Football Netball	Tag Rugby Hockey	Gymnastics Handball	Gymnastics Dodgeball	Athletics Tennis	Athletics Tennis
Year 6 <i>Year 6, 2023/2024</i> <i>Year 6</i>	Football Netball	Tag Rugby Hockey	Gymnastics Handball	Gymnastics Dodgeball	Athletics Tennis	Athletics Tennis

Progression of Skills

<u>EYFS</u>	<u>Introduction to PE</u>	<u>Ball Skills</u>	<u>Fundamentals</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Games</u>			
	In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.								
<u>Year 1</u>	<u>Ball skills</u>	<u>Fundamentals</u>	<u>Target games</u>	<u>Dance</u>	<u>Gymnastics</u>	<u>Send/receiving</u>	<u>Invasion games</u>	<u>Athletics</u>	<u>Net and wall</u>
	In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and	In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in	Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games.	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in					

	<p>balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p>	<p>isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>	<p>Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple</p>	<p>their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>					
--	--	---	--	---	--	--	--	--	--

			tactics. They show respect towards others when playing competitively and develop communication skills.						
--	--	--	--	--	--	--	--	--	--

Vocabulary

Planning (examples)

Knowledge Organisers (examples)