

### 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?

### 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:**

At Sir Martin Frobisher Academy we value the importance of Art and Design. Art and Design gives children the freedom to be expressive, creative and imaginative. Our intentions are to provide all children with the significant skills, techniques and knowledge required to independently create their own drawings, painting, clay work, sculpture, printing, weaving, patterns and crafts. This gives children the chance to try something new and develop and extend their individual style, thought and ideas. At Sir Martin Frobisher Academy we use adaptive teaching. This makes art accessible for all children. Children will also learn about different artists and develop their knowledge of their style of artwork and can create an inspired version of their own. We explore the diversity of many artists this may be artists who are disabled, lack in confidence, mental health issues as this shows children how you can overcome and still fulfill your goals. Ultimately the children at Sir Martin Frobisher Academy develop their curiosity about art and design through a series of lessons offering knowledge progression, skills and technique progression and the chance to demonstrate their new skills and to ask questions. Art and design can demonstrate to children the satisfaction and enjoyment of producing art that is unique to them. This helps with the development of their emotional expression and enhances their social and personal development.

### Implementation:

Teacher's plan:

- Produce creative artwork, exploring their ideas.
- Progression shown through their own sketchbooks.
- Become adept in drawing, sculpture, painting, design and other craft techniques.
- Assess and analyse creative artworks using the art vocabulary of art, design and craft.
- Understanding artists, craft makers and how these artists impacted historical and cultural development through their art forms.
- Challenging questions to develop thinking skills.

### Impact:

Our Art and Design curriculum is high quality well-structured and is planned to show progression.

- A reflection on standards achieved against the planned outcomes.
- Children make significant progress through learning new skills, techniques and knowledge through Art and Design.
- Children can discuss their knowledge of artists and how to use different mediums of art.
- They can demonstrate how to be critical about their own work and know when to stop with their creative work.
- "Creativity takes courage" Henri Matisse.