

# CHARLES SAER COMMUNITY PRIMARY SCHOOL



## **ENGLISH CURRICULUM STATEMENT**

This document is intended for all teaching staff, school governors, parents, inspection teams and LEA Advisers/Inspectors.

The Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).

This policy describes our aims and our practice in the teaching of English: this includes reading, writing, spelling, grammar and spoken language.

This policy should be read in conjunction with the following school policies:

- Phonics and Early Reading Policy
- Teaching and Learning Policy
- Assessment Policy
- Feedback and Marking Policy
- SEND Policy
- Equal Opportunities Policy

## **INTENT**

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Speaking and listening and reading and writing are key life skills that underpin every aspect of our daily life and the teaching staff at Charles Saer work exceptionally hard throughout each child's seven years of primary education to ensure they leave with a strong foundation in these skills.

As a school, we strive to put English at the heart of all our children's learning.

Our progressive English curriculum helps children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language for a variety of purposes.

English is also the cornerstone for every other subject and is recognised as central to children's intellectual, emotional and social development as we give them the opportunities to express their own thoughts, feelings and ideas.

To support our whole school curriculum intent in English, we try to offer:

- First-hand experiences, including visits and visitors, that children will be able to draw on to support their writing and their understanding of the world.
- Varied activities that allow the children to develop self-confidence and independence.
- Opportunities that allow the children to develop a sense of pride in self, school and community.
- Support that allows the children to develop resilience and commitment in whatever they are doing.
- Strategies to narrow the vocabulary gap.
- Opportunities and experiences that allow the children to develop tolerance and understanding of different cultures and lifestyles.

## **IMPLEMENTATION**

Our English Curriculum follows the statutory requirements as set out in the National Curriculum document (2014). The programmes of study for English are set out year-by-year for key stage 1 and two yearly for key stage 2.

Where possible, teaching supports links across the curriculum so that English teaching is not seen as stand alone, but as a key to learning throughout the whole curriculum.

Throughout **Key Stage 1** and **Key Stage 2**, teachers use the Lancashire English Unit Plans. Due to there being three mixed age classes within school, these are not followed in the order on the

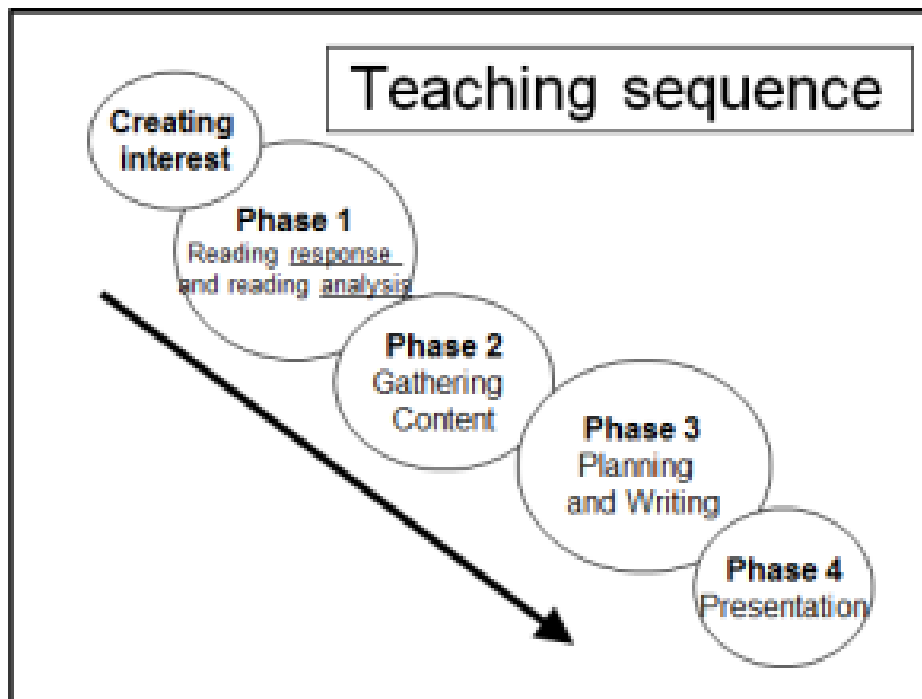
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Lancashire Overview. Year on year progression in terms of texts used and skills developed are met through using the non-negotiables and the relevant age-appropriate skills progression documents..

The units all follow the same teaching sequence:

- Creating Interest
- Reading:
- Reading and responding
- Reading and analysing
- Gathering content
- Writing
- Presentation



Whilst suggestions are made within the plans, the amount of time spent in any one phase is very much tailored to the needs of the class.

Within the delivery of these units of work, learning experiences can take on a number of different forms - whole class teaching, group work, paired work and independent work. All formats provide pupils with a variety of learning opportunities which address all types of learners.

The teachers engage the children through:

- The use of a broad range of teaching strategies including demonstration, modelling, scaffolding, explanation to clarify and discuss, questioning, initiating and guiding exploration, investigating ideas and by listening and responding.
- The use of high-quality texts and short film clips to deliver daily, high quality, fast paced lessons.

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- Whole class and group guided reading sessions that introduce the children to new authors whilst broadening their comprehension skills and regularly exposing them to a higher level of language.
- Writing activities that allow the children to write for a purpose and to show off their knowledge and understanding of the different text types.
- Having a class reader read to them regularly just for the pleasure of listening to a story.

## **IMPACT**

As a school, we strive to ensure our children's attainment is in line with (or exceeds) their potential, whatever their starting point in primary education.

Our robust English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Our teaching objectives are taken from the National Curriculum and the overarching aims of the National Curriculum for English represent our intended impact.

We aim to ensure that all pupils, on leaving Charles Saer Community primary School will:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and a knowledge of the conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

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- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- appreciate our rich and varied literary heritage

## **APPENDIX**

### **IMPLEMENTATION - ORGANISATION AND METHODOLOGY**



#### **WE ARE READERS AT SCHOOL**

Encouraging and developing a life-long love of reading in children is a priority at Charles Saer Primary School.

In English lessons, teachers use challenging texts by authors the children might not necessarily choose themselves. This is a way of broadening the range of texts the children are accessing. Through discussion, the adults help the children to analyse texts and use 'VIPERS' style questioning to assess the child's understanding of what they are reading.

VIPERS link to the reading domains and are different styles of questions relating to vocabulary, inference, prediction, explanation, retrieval and sequencing/summarising.

Due to the below average starting point for some of our children, the main focus within the **Nursery setting**, is the development of language and communication skills. This is achieved effectively and enjoyably through the use of story. Story sessions (small group and one-to-one) expose the children to quality texts and through carefully guided discussions, the staff work on broadening the children's vocabulary and developing their understanding; they instil a sense of what a story is. Reading opportunities are available within all areas of the classroom linked to themes and

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areas. These include simple board books, lift-the-flap books and books that make sounds. Themed books are freely available and changed regularly to reflect the interests of the children.

In the **Reception classes**, the teachers ensure that a wide variety of English opportunities take place throughout the day. These opportunities will nearly always include adults modelling language and using questioning techniques, giving role play opportunities, story-scribing activities and mark-making opportunities throughout the environment.

Well-planned adult-directed English activities are delivered using the Hanen approach and Helicopter Story techniques. Books are selected according to the interests of the cohort and are shared over a period of 6 weeks. Focused activities include looking at the characters and settings, increasing vocabulary and acting out stories.

Each week teachers and teaching assistants listen to every child read their home reading book. Books are freely available in the different learning areas of the classroom at the children's level and include a range of fiction, non-fiction and decodable books.

In **KS1** and **KS2**, the reading phase that is found at the start of each of the Lancashire Unit Plans is an integral part of the learning sequence. It allows the teacher to lead whole class reading sessions where they model how to be an active reader. The text used will be a challenging one that is accessible to the children because of the adult guidance and support.

Whole class reading sessions are supported with small group guided reading sessions. This enables the teachers to focus in on specific reading skills to be honed and improved to support the children becoming confident and capable readers and writers.

All classes have a class novel that is read to them regularly, creating a special time in every classroom where children can just listen and really enjoy a good book.

In **KS1**, rather than one single class novel, as many books as possible on the theme being taught will be shared instead. In **KS2**, texts used are a mix of the 'suggested extra texts' from the Lancashire Plans, one chosen by the teacher or a child recommendation.

Welcoming reading areas where the children can relax with a book can also be found within some classrooms to further promote the idea that reading is a pleasure.

## **WE ARE READERS AT HOME**

Within the **Nursery setting**, children are given a book to take home and share with their families. They select their own book, and this is changed weekly.

In **KS1**, reading books sent home are fully decodable and closely match the phonics phase the child is currently working at. Our books support children from phase 1 through to phase 5. In Year 2, the more able readers who have completed the phonics scheme of learning access the Accelerated Reader programme.

In **KS2**, Accelerated Reader is used. Children complete the Star Reader Test in the first couple of weeks back in September. The programme then determines a ZPD (zone of proximal development) personal to each child which regulates their book choices. When a book has been completed, the

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child takes a small comprehension test to check their understanding of what they have read. To assess progress made within each academic year, the Star Reader tests are completed at regular intervals throughout the school year.

All our children are encouraged to have a 'read for pleasure' book also. This also encourages 'book talk' as the children make recommendations to each other and pass favourites around.



## **WE ARE WRITERS**

There are a lot of skills involved in producing a high-quality piece of writing and the teachers have a wide range of strategies they can use to help the children become budding authors.

The writing opportunities are taken from the Lancashire plans and follow a robust progression of skills across the different genres and throughout the school. Each unit of work results in two extended written outcomes. This allows the children several opportunities to practise newly acquired skills in context and allows the children to build 'sticky knowledge'.

Within the daily English lessons, teachers model the different parts of the writing process starting with the planning stage and ending with the editing and redrafting stage. They then go on to using other techniques such as Talk for Writing, modelled writing, shared writing, guided writing, scaffolding, adult support and the use of writing frames to support the writing process and allow the children to create a piece of text to be proud of.

WAGOLL ('what a good one looks like') models are frequently used within the writing phases of the unit plans are always written live by the teacher during a lesson. This serves two key purposes – firstly, it helps the children to recognise the different styles of writing required in each of the different text types. Secondly, it enables the teacher to show what a writer's brain does to produce a piece of quality text, including on the spot editing and re-drafting.

It has been recognised that the majority of children of Charles Saer have a limited vocabulary when they first start school, and this is an area of development throughout the school. The use of WAGOLL is one of the responses to this. It allows teachers to demonstrate 'Thesaurus Thinking' when they are teaching writing, accepting and rejecting vocabulary and giving reasons for their word choices.

Writing is marked using success criteria that have been created with the children (if age appropriate to do so). The success criteria consist of the features of the particular genre, and the non-negotiables for their year group (taken from the KLIPs document). The non-negotiables consist of the age appropriate, expected punctuation, sentence structure, spelling and handwriting standards. In Years 2 and 6, the statements on the Teacher Assessment Framework are also referenced.

Within the **Nursery setting**, writing opportunities to encourage mark making are available within all areas of the classroom (indoor and outdoor). Writing is supported and modelled by staff.

In the **Reception classes**, the teachers ensure that writing opportunities are available daily, both indoors and outdoors, in all areas of the classroom. Mark making tools are easily accessible for

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children to self-select and use independently. The learning environment is print rich, displaying the alphabet and phonics sounds for the children to refer to.

Children are supported forming letters using the Lancashire Red Rose Phonics rhymes and encouraged to attempt independent writing.

Helicopter stories and story scribing is used with great effect as an approach to early writing. Adults observe play and intervene when appropriate to move the play on and to encourage storytelling and story writing. Adults model writing, letter formation and also scaffolding in their own writing.

Children are encouraged to make their own marks and write their own sentences and stories. At the end of the session the stories are shared with the class and the children act them out.

In **KS1**, one of the main guiding principles in the *Talk for Writing* approach is very much at the forefront of the teaching of writing – the children need to be able to SAY a story in order to WRITE a story. The first term within Year 1, is very much used to build on and develop further the early writing skills as the children continue to focus on letter formations, recognising what a word is, recognising what a sentence is.

When the children are ready, they start to use 'say a sentence - hold a sentence – write a sentence'. By the end of KS1, the children are able to write longer pieces using the features of a selected genre.

In **KS2**, the children are encouraged to '*read as a writer and write as a reader*'. They use a wide range of different texts and short films as stimuli for writing. A story structure is boxed up into key plot points before a heavily modelled, sentence stacking approach is used that clearly demonstrates to the children how to be a writer. These tools and techniques are then applied to their independent piece of work, for example they could be asked to extend a story in the style of the author they are reading, or they could be asked to innovate a piece of text e.g., write an event from a different character's point of view, or write a completely new story using the same characters. Editing skills are modelled throughout the writing process also.

## **SPELLING AND PHONICS**

Charles Saer school uses Lancashire's Red Rose Phonics scheme.

Within the **Nursery setting**, all the children access phase 1 of Letters and Sounds. Phase 1 is taught in the continuous provision and in small group sessions, developing children's speaking and listening skills and laying the foundations for Set 1 sounds.

Phase 1 phonics include:

- Environmental sounds.
- Instrumental sounds.
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme.
- Alliteration.

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- Voice sounds.
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Each of the above aspects are made up of three 'strands':

- Tuning in to sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

Through daily phonics activities, the children develop speaking and listening skills and become attuned to the sounds around them, preparing them for oral blending and segmenting. The children revisit the different aspects of phonics throughout their time in Nursery and will experience the different strands as their skills develop. In addition to timetabled phonics sessions, staff use opportunities in continuous provision to develop the children's experiences and skills further.

In the **Reception classes**, the children are taught phonics every day following the Red Rose Phonics programme. Following the baseline assessment, the phonics lessons build from short 10-minute sessions to the full-length lesson as soon as possible. At the start of the year, the focus is on rhyme, alliteration and hearing the sounds in words. Children are taught letter sounds alongside daily practice in orally blending and segmenting the sounds in words. The speed at which the sounds are taught depends on the child's ability.

Assessments are carried out half termly.

In **KS1**, daily phonics teaching is supported by the Red Rose Phonics programme and children are taught in small and very flexible groups. Regular half termly assessments ensure children are closely monitored and extra support is included as and when it is needed. As part of this process, the children are given the opportunity to apply the focus phoneme in the writing part of their phonics session. Children who complete the phonics programme progress onto using the No Nonsense spelling programme.

Any child needing additional practice has regular catch-up sessions, taught by a fully trained adult. Sessions are no more than 10 minutes and they match the structure, procedures and resources of class teaching but in smaller steps with more repetition to provide children with optimum opportunities to become secure in their learning.

Children in Year 2 who have not passed the phonics screening check receive a bespoke phonics and reading curriculum to ensure rapid progress. These sessions draw from a variety of strategies including Fast Track Phonics, guided reading, paired reading, 1:1 reading, Lexplore interventions and precision teaching.

In **KS2**, the No Nonsense Spelling programme is used to support the children in learning the different spelling rules and giving them different strategies for learning their spellings. Spelling homework is sent home weekly; this consists of a selection of the appropriate level Statutory Words to be learned and a written activity.

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For any Year 3 children who have not passed the KS1 phonics screening, 'keep-up, catch-up' booster sessions are delivered using the Bounce Back Phonics programme of work.

## ASSESSMENT

Assessment in English is used to:

- provide diagnostic information about individuals/groups enabling them to be tracked effectively.
- plan future teaching and learning
- provide summative information for teachers
- provide information for parents

Further evidence for assessment is provided by assessment of pupils' written work and scrutiny of pupils' books by co-ordinators.

Through a robust assessment timetable, our impact in this subject is measured in the following ways.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sept: EYFS baseline assessments	Dec (end of term): Accelerated Reader monitoring	Feb: KS1 internal phonic assessment	Apr (end of term): Accelerated Reader monitoring	<u>May:</u> <u>Y6 SATs</u> <u>Y2 SATs</u>	End of July: Accelerated Reader final progress score
Sept: Accelerated Reader baseline	Lexplore monitoring	Feb: EYFS assessment update	Lexplore monitoring	<u>June:</u> <u>Y1 phonics screening</u>	Lexplore final progress score
Lexplore baseline	Dec: Teacher assessment data drop	Feb: Mid-year moderation sessions	Apr: Teacher assessment data drop	June: Yrs 3, 4, 5 optional SATs	July: ALL Teacher assessment final data drop
Oct:				May:	

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KS1 internal phonic assessment  Oct: EYFS assessment update	Dec: KS1 internal phonic assessment Dec: EYFS assessment update		Apr: KS1 internal phonic assessment  Apr: EYFS assessment update	EYFS assessment update  June: Y2 / Y6 moderation sessions	<b>July:</b> Final EYFS profile
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In the **Foundation stage**, the children's mark-making and writing is evidenced through photos in our learning journey floor books, on our class dojo and in children's individual literacy books. Parents are also encouraged to share observations from home to support our assessments at school. The children are assessed against the Development Matters document for the Early Years Foundation Stage. The children's progress is monitored on the Lancashire Pupil Tracker which is updated each term.

In **KS1** and **KS2**, there are a number of 'data drops' at regular intervals throughout the year. The Lancashire Tracker is used to monitor progress. Mid-year moderation sessions for all year groups supported by the Lancashire English advisory team have been included on the assessment timetable to ensure robustness in teacher judgements.

In **KS1**, the children's progress in phonics is closely monitored through half-termly assessment. Children who appear to be struggling are given timely intervention, either one-to-one or in small groups. The phonics screening check is administered by the English Subject Leader and the Early Reading Leader.

In **KS2**, the Accelerated Reader programme is used to monitor progress made in reading. After a baseline reading test taken in September, the children take further tests in December, April and July. Optional Reading SATs for Years 3, 4 and 5 take place annually to support teacher assessment.

Lexplore is a new intervention that is being trialled to support our struggling readers. This programme allows teachers to track eye movements (and alert parents to any potential problems) and understand *how* a child is reading a text. Several staff members are certified examiners for this. All the children are assessed in September using the programme and the Intensive Support packs are used to deliver the 1 to 1 intervention where needed.

In both KS1 and KS2, writing is teacher assessed and moderated internally throughout the year. Charles Saer is an active member of the Fleetwood Schools English Cluster and moderation has been carried out within this group.

In all year groups, Pupil Progress Meetings are held with the Headteacher to discuss progress and identify any children causing concern. This information is recorded on the Lancashire Tracker. Following this, short term action plans identifying possible additional support strategies are put into place by the teachers. Additional support can be done in a number of ways - booster sessions

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outside of the allocated subject slot, additional support within class, speaking to parents/carers, focused homework tasks etc.

Professional dialogues between teachers take place, in line with the transition policy, in the summer term to ensure detailed information is passed on to the next teacher in terms of attainment, ability and attitude to learning.

## **HANDWRITING**

Within the **Nursery setting**, writing opportunities encourage mark making and these are available within all areas of the classroom (indoor and outdoor). Early stages of writing are supported and modelled by staff.

This approach is carried into the **Reception classes**, where the teachers ensure that writing opportunities are available daily, both indoors and outdoors, in all areas of the classroom. Mark making tools are easily accessible for children to self-select and use independently. Adults model writing, letter formation and also scaffolding in their own writing. Children are encouraged to make their own marks and write their own sentences and stories.

The needs of left-handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention.

In **KS1**, this develops further. They use a rhyme to reinforce the expected formation and sing (with actions!) about capital letters and full stops, finger spaces and beautiful handwriting sitting on the line. Pupils work on developing fluent lines of correctly orientated letters. Correct posture and positioning of paper or books are also emphasised.

In **KS2**, the children continue to work on their joins, the orientation, and the size of their letters. They are encouraged to think carefully about the presentation of their work. The same high standards of presentation are expected in all their books.

The children are expected to write in a cursive style by the end of Year 6 in line with the Teacher Assessment Frameworks (*maintain legibility in joined handwriting when writing at speed.*)

## **SPEAKING AND LISTENING**

Throughout their primary education, the children are supported in the development of effective communication skills that will prepare them for later life. Speaking and listening skills form the

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foundation of all learning. It is learning to talk and learning through talk. In both formal and informal situations, opportunities are created that will allow meaningful conversation, discussion and talk around learning.

Our aim by the end of Year 6 is for children to be able to speak clearly, fluently and coherently and to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

This is achieved by:

- The adults in school being aware that they are model speakers and listeners. This is demonstrated at all times throughout all interactions, with both children and adults.
- Building self-confidence – the children are shown their conversations and opinions are valued. They are encouraged to have respect for the views of others and listen and respond appropriately.
- Giving them the language that lets them express their emotions more clearly; understanding language can be used to reason.
- Participating with growing confidence in group discussion and drama activities.
- Taking part in activities that allow them to perform to larger audiences, for example in class assemblies, performance poetry and productions, thus allowing their efforts and skills to be acknowledged by staff, parents, carers, visitors and peers.
- Providing a range of experiences where children can work collaboratively and use language to cooperate, and problem solve.
- Helping them to understand the need to adapt their speech to different situations.
- Giving them opportunities to evaluate and reflect on their own speech.
- Encouraging them to use the vocabulary and grammar of standard English whenever appropriate.

## **SPECIAL NEEDS PROVISION**

All pupils, whatever their starting point in education, regardless of race, gender or special needs, are entitled to have access to a broad, balanced curriculum which includes English. We have high expectations of all our pupils, and we aim to provide for all children so that they achieve as highly as they can, according to their individual abilities. We identify which individual pupils or groups of pupils are at risk of under-achieving and take steps to improve their attainment. More able children are also identified, and suitable learning challenges provided.

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Extra support can take many different forms. These include in class support from a Teaching Assistant / teacher; 1:1 support; booster sessions outside the allocated lesson slot; enrichment activities; extra-curricular clubs. This is not an exhaustive list – strategies implemented are personalised to the specific child and their identified need.

A nurture class operates each morning which supports the learning in KS1. A small number of children are selected to learn within this small group setting based on their personal, social and emotional needs rather than their academic ability. They access the same English curriculum as the other children but with a greater emphasis on developing the key skills that will allow them to become effective, independent learners in the future.

## **EQUAL OPPORTUNITIES**

It is the responsibility of all teachers to ensure that all pupils, irrespective of race, gender, ability, ethnicity and social circumstances have equal access to the English curriculum and make the greatest personal progress possible.

English provides opportunities for pupils to experience and respond to a wide range of texts, that are culturally diverse, appeal to both boys and girls and can be accessed regardless of ability.

This school is actively promoting equal opportunities by tracking groups causing concern. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Every effort is made to ensure that the methods and materials used are free from prejudice or bias against any particular group. Resources are carefully chosen to actively promote an awareness of the diverse nature of the world around us.

Although the majority of the pupils within school are white British, any children for whom English is an additional language is supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

## **CROSS CURRICULAR LINKS**

As English encompasses every aspect of the curriculum, the skills involved in speaking and listening, reading and writing can be taught and practised in every other subject in the curriculum also.

Teachers will ensure English skills are recognised through all the other areas of the curriculum. They will endeavour to provide learning opportunities which practise and consolidate skills taught in English lessons. It is vital that the child see the links between each subject and understand how the skills they learn in English must be applied to learning in other subjects.

## **BRITISH VALUES AND SMSC**

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The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” The Government set out its definition of British values in the 2011 Prevent Strategy.

In English, the children’s understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. Lessons allow children to work together and gives them the chance to take part in class and group discussions on topical issues linked to the British Values displayed in all the classrooms.

## **LINKS WITH PSHE**

As English permeates through every other subject taught, so does PSHE. English makes a significant contribution to the teaching of PSHE, particularly through the use of oracy. The teaching of English at Charles Saer Community Primary School develops skills through which our children can give critical responses to the moral questions they may meet in the texts they are studying.

## **EVALUATION AND MONITORING**

Monitoring of the standards of the children’s work, the quality of the teaching and learning taking place in the classrooms and the progress made by the pupils in English across the school is a whole school responsibility, including the head teacher, the subject leader, the nominated English governor and the class teachers.

Monitoring will include scrutiny of books, lesson observations, pupil interviews, analysis of data and staff meetings. The results of any monitoring under-taken by the subject leader will be shared with the staff either formally or informally and will form the basis of the English action plan and used to identify future training needs.

The work of the Subject Leader also involves being informed about current developments within the subject, supporting colleagues in light of these, and providing a strategic lead and direction for the subject in the school.

The Subject Leader meets regularly with the Head Teacher and gives Governors an annual overview of the current situation within the subject, including strengths and weaknesses. The subject leader regularly attends local cluster meetings and county subject leader network meetings.

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