

ROLE OF AOLE LEADERS POLICY

Policy and Practice at Llanrhidian
Primary School



Curriculum for Learning Policy

A Guide to our “Purposeful, Authentic & Relevant Curriculum”

(Curriculum for Wales CfW)
“A Rights Respecting School!”



**“Education is so
SERIOUS it has to be
FUN!”**

#TeamLlanrhidian



CONTENTS



Our Mission Statement

"Learn, Grow, Succeed Together!"

Our Vision Statement

"Inspiring our children to be the best they can be!"

OUR MISSION & VISION

[Contents](#)
[Page](#)



The following policies are available via the school's website

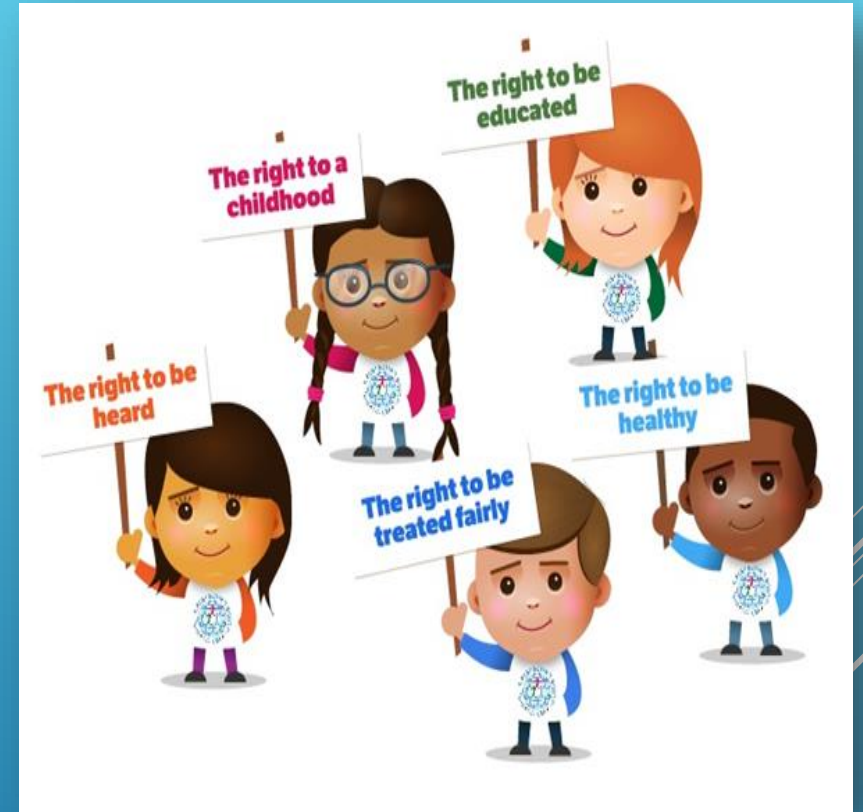
- ▶ Planning Policy (CfW)
- ▶ Assessment Policy (CfW)
- ▶ Assessment for Learning Continuum (CfW)
- ▶ Feedback for Learning Policy
- ▶ Additional Learning Needs Policy (CfW)
- ▶ Link to Online Curriculum Summary

**POLICIES TO BE READ IN CONJUNCTION
WITH THIS DOCUMENT**

Contents
Page

AoLE refers to the “Area of Learning and Experience” which replaces traditional subject areas. Each AoLE incorporates a range of subject disciplines.

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school’s planning, policies, practice and ethos. As a rights-respecting school we not only teach about children’s rights but also model rights and respect in all relationships. Our belief in “restorative approaches” ensures that every child is listened to.



INTRODUCTION

Contents
Page

There are five professional standards for teachers and leaders with an overarching set of values and dispositions which should drive everyone who works with learners. The standards concentrate on the essential elements of every teacher's work – pedagogy, collaboration, **leadership**, innovation and professional learning – and will help underpin the development of the teaching profession as it leads the transformation of our education system in Wales. More information can be found [here](#).

The expectations set for each AoLE lead enables every professional standard within leadership to be met. Within the “**Leadership Standards**” there are expected elements for teachers and further elements for senior leaders:-

Teaching Standards - Teachers	Leadership Standards - Senior Leaders
<ul style="list-style-type: none">• Taking Responsibility for Self• Exercising Corporate Responsibility• Leading Colleagues, projects and programmes• Supporting formal leadership roles	<ul style="list-style-type: none">• Promoting Teaching and Leadership in Wales• Exercising corporate responsibility in all colleagues• Empowering others• Delegation and Empowerment• Supporting other settings

PROFESSIONAL STANDARDS

The school has a robust cycle of performance management to support all AoLE leads fulfil their roles. Termly meetings are set to agree, review and evaluate targets. The aim of these meetings is to support all teachers to fulfil their professional standards. However, senior leaders are also available, as and when, to support all staff with their role.

October	February	June
<ul style="list-style-type: none">• Self assessment against LS• Identification of support needed• Set targets	<ul style="list-style-type: none">• Review targets• Identify any intervention of support	<ul style="list-style-type: none">• Final evaluation• Identify any support• Pay reviews

PERFORMANCE MANAGEMENT

All teachers are part of a curriculum team. This ensures that staff are well supported, can learn from each other and approach school improvement in a holistic manner. There are two curriculum teams across the school which are made up of staff from each pod. This purposeful organisation ensures that continuity and progression is constantly part of any discussion. It also ensures there is no bias towards any age range or area of learning. The teams are expected to work together to monitor the areas within their remit.

Responsibilities of all AoLE Teams

- ▶ To identify the strengths and areas for development within their AoLEs
- ▶ To raise standards of knowledge, skills and experiences across their AoLEs
- ▶ To drive innovative and creative links between all AoLEs
- ▶ Produce individual, yet holistic monitoring reports as a team
- ▶ To utilise the school’s monitoring processes to capture and report information on standards and progress
- ▶ To work as a triad to evaluate and improve their own teaching.

Curriculum Teams	
Monitoring: Planning & Assessment	
Team SA, SG, JW	Team MD, SC, LM
Language, Literacy & Communication	Maths & Numeracy
Expressive Arts – Drama, Art, Digital	Expressive Arts – Dance
Humanities	Science & Technology
Religious, Values & Ethics	Health & Well-Being
Digital Competence	Relationships & Sexuality Education



CURRICULUM TEAMS

Leadership is excellent when AoLE leads:

- ▶ Adhere to the school's "Leadership Calendar" to support the ongoing process of AoLE improvement
- ▶ Be responsible for the development, evaluation and review of policy, guidelines and planning for their AoLEs;
- ▶ Lead and communicate with the school team effectively (including governors);
- ▶ Support and encourage individuals in the development of their AoLEs;
- ▶ Identify staff training needs in their AoLEs;
- ▶ Assist staff and head teacher in identifying and prioritising needs;
- ▶ Support staff in their planning for knowledge, skills and experiences;
- ▶ Provide exemplar material/lessons/resources to support staff;
- ▶ Monitor and evaluate standards of achievement and quality of learning in the area of learning
- ▶ Review annually the development of the AoLEs and submit a position statement
- ▶ Review resources and make, in conjunction with the Head teacher, purchasing decisions
- ▶ Update the school website regularly – Curriculum pages; pupil voice pages

EXCELLENT LEADERSHIP

Contents
Page

Teaching and Learning is excellent when AoLE leads ensure that all teachers:

- ▶ Plan in accordance with Curriculum for Wales and the school's Planning Policy Document
- ▶ Are aware of good practice;
- ▶ Make learning authentic and relevant across all AoLEs;
- ▶ Encourage children to participate with interest and enthusiasm;
- ▶ Assess and record progress in line with the schools assessment arrangements;
- ▶ Work with colleagues to ensure continuity and progression throughout school;
- ▶ Attend suitable training;
- ▶ Nurture a cross-curricular links between AoLEs;
- ▶ Seek advice and support when needed;
- ▶ Display and celebrate pupils' work effectively.

EXCELLENT TEACHING & LEARNING

Contents
Page

Continuing Professional Development

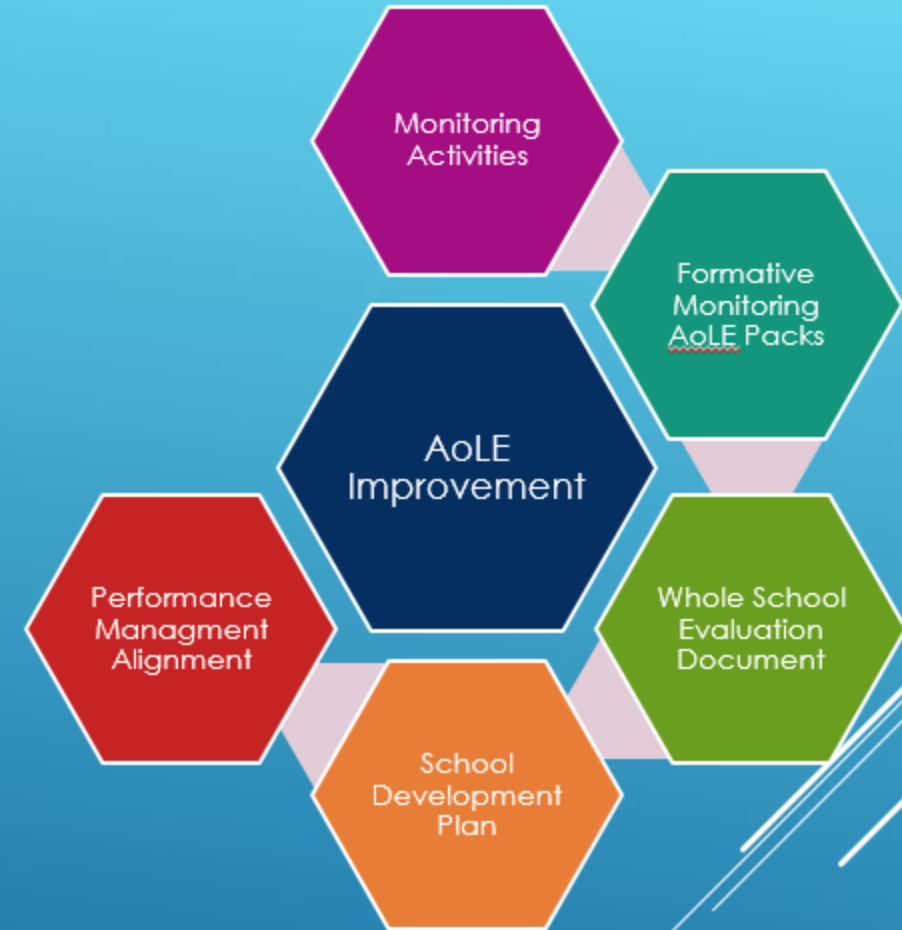
Staff development is encouraged and viewed with enthusiasm by all members of staff. Staff development opportunities should be viewed as part of teachers' professional development, at whatever stage of career.

All AoLE leads should regard staff development (teachers and teaching assistants) as entitlement. They should:

- ▶ reflect on current practice across the school;
- ▶ evaluate their individual contribution to staff development across the school;
- ▶ identify individual, group and school development needs through monitoring
- ▶ communicate needs of staff to the Head teacher.
- ▶ clearly identify the specific objectives of training;
- ▶ share good practice and training outcomes with others (including governors);
- ▶ evaluate outcomes/impact of training;

Time for Monitoring

- Required non-contact time for undertaking leadership duties will be provided. Once agreed by senior leaders, AoLE leads are given the responsibility to organise their monitoring.



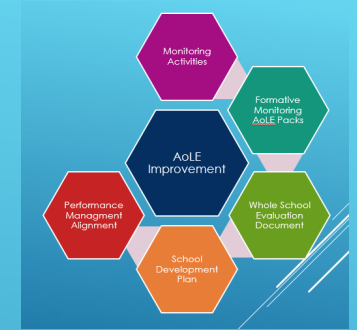
MONITORING

Contents
Page

Effective monitoring is continuous and formative. (Not disjointed events). It must focus on the target identified for improvement and draw upon a range of evidence and information. During this process leaders may identify other targets for improvement. It is vital that these are considered carefully as too many targets can become unmanageable.

Expectations for monitoring include:-

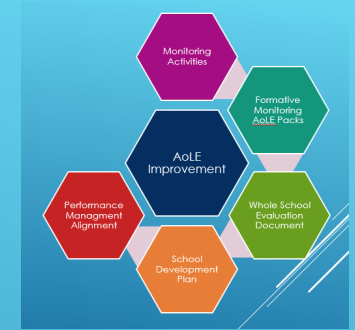
- ▶ **Listening to pupils via the relevant AoLE Pupil Voice Group** – this should include looking at their books and digital files
- ▶ **Planning** - ensure alignment with the school's planning policy and check coverage and pitch
- ▶ **Learning Environment** - this can occur within and after a school day and include workshops, outside areas and spill out zones
- ▶ **Pupil Provision and Productivity** – books, digital files, displays, twitter, pod pages
- ▶ **Pupil Data** – analyse whole school and group information to identify areas of strength and need. (Individual pupils, groups, co-horts and/or whole school)



MONITORING EXPECTATIONS

Contents
Page

- ▶ The whole range of evidence is used to feed into evaluations against targets. This report will be added to throughout the year, with a minimum expectation of sharing with staff and governors termly.
- ▶ Targets will be **purple**, and turned **green** when sufficient progress is made.
- ▶ This report is kept within the school's Self Evaluation online file.
- ▶ This is a whole school report. Should individual teachers need additional support, the senior leaders will support and monitor with an individual feedback form which will be saved in performance management files.



MONITORING REPORT

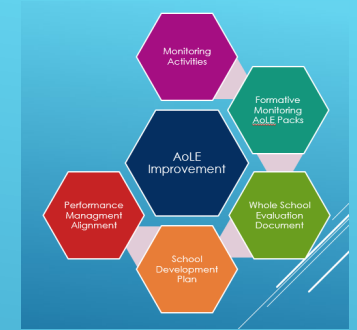
Contents
Page

Self Evaluation Document (SED)

- ▶ Evidence drawn from monitoring reports and AoLE development plans will support senior leaders with the final whole school evaluation. This will be an evaluative document highlighting strengths and areas for development. This is published on the school website.

School Development Plan (SDP)

- ▶ Areas for development identified from the whole school evaluation document enable senior leaders to formulate a draft School Development Plan.
- ▶ This draft plan is discussed with all staff and governors. Once agreed this is set as a dynamic document that AoLE leads are expected to support and develop.
- ▶ All staff have access to this document and it is published termly on the school website. AoLE leads have input into the final evaluations. Pupil voice groups also inform final evaluations.



SED AND SDP

Contents
Page