



The Maelor Church Schools Federation

Curriculum Leadership Policy 2025

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| Date Approved By Governing Body | 24.6.25 |
| Review Date | June 2028 |
| Equality Act Impact Assessment | Yes No Date |
| Signed (Chair of Governors) | <i>Clare Williams</i> |
| Signed (Headteacher) | <i>Emma Jones</i> |

Definitions

'Parents' are defined in section 576 of the Education Act 1996 as:

- All natural parents whether married or not.
- Any person who although not a natural parent, has parental responsibility for a child or young person, and any person, who although not a natural parent has care of a child or young person.

Introduction

At The Maelor Church Schools Federation, it is the role of the Curriculum Area of Learning and Experience (AoLE) Leader to implement the vision and values of the school through their AoLE.

Core Purpose of the Curriculum Leader

To provide professional leadership and management for a subject/subjects to secure a high standard of teaching, effective use of resources and improved standards of learning and achievement for all pupils.

An AoLE 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 Headteacher and Governors carry overall responsibility for school improvement, an AoLE Leader has responsibility for securing high standards of teaching and learning in their subject/s as well as playing a major role in the development of school policy and practice. Throughout their work, an AoLE Leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in both schools.

An AoLE Leader plays a key role in supporting, guiding and motivating teachers in their subject areas. AoLE 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. AoLE Leaders identify needs in their own subject areas and recognise that these must be considered in relation to the overall needs of the individual schools. It is important that an AoLE Leader has an understanding of how their subject areas contribute to school priorities (School Development Plan) and to the overall education and achievement of all pupils.

Every AoLE Leader has access to a copy of the School Development Plan and is involved in its creation and review process.

Strategic Direction and Development of the AoLE

Within the context of the aims and policies of the Federation, AoLE Leaders develop and implement AoLE policies, non-negotiables, plans, targets and practices, which reflect the commitment of the Federation to high achievement, effective teaching and learning. This can be written as a policy/vision statement and needs to be updated if there is a development or change in the AoLE. The policy/vision statement should be reviewed on an annual basis during AoLE leadership time. It will then be agreed and published on the school website.

Standards and Progress

AoLE Leaders evaluate practice and develop an acceptance of accountability. They monitor the progress made in their AoLE, including adherence to the non-negotiables. They evaluate the effects

on teaching and learning, and use this analysis to guide further improvement, using a variety of AoLE Leader tools:

- Book Scrutiny
- Learning Walks
- Listening to Learners/Pupil Voice
- Planning Sampling
- Teacher Discussion

Once an AoLE has been monitored, the findings are acted upon by the AoLE Leader.

- Feedback is given to Headteacher and to colleagues.
- Any areas for development are fed into the AoLE Action Plan and acted upon.
- AoLE Leader Files are to be kept in school and up to date for Language, Literacy and Communication, Mathematics and Numeracy, Science and Technology, Humanities, Expressive Arts and also Health and Wellbeing. (See Appendix A for file contents).
- A report would usually be written for the Governing Body.

Curriculum for Wales

AoLE Leaders will:

- Establish, with the involvement of relevant staff, short, medium and long term plans for the development of the AoLE. They ensure that plans and schemes of work are understood by all those involved in putting the plans into practice, including staff who are new to the school. AoLE Leaders check teacher's plans to ensure that plans are in line with the 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 children.
- Ensure that teachers are clear about the Learning Intentions used in lessons, understand the sequence of teaching and learning in the AoLE, and communicate such information to pupils.
- 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 with protected characteristics.
- 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 these pupils.

In School Improvement AoLE 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 action plan annually. AoLE Leaders are clear about action to be taken, timescales and criteria for success and how it relates to the SDP. (See Appendix B for timetabled tasks)

Resources

AoLE Leaders ensure the effective and efficient management and organisation of learning resources, including information and communications technology to meet the objectives of the Federation and AoLE plans and to achieve value for money. Resources need to be stored appropriately and all staff need to have access to them.

Resources will be kept up-to-date, relevant to the themes covered in the AoLE. Where new resources are needed, these need to be identified on an action plan and a request made, along with costings, to

the Headteacher for consideration. AoLE Leaders will make bids for resources annually (usually in February in time for setting the new budget).

Staff Professional Learning

AoLE Leaders:

- Audit training 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 Teachers and Governors are well informed about AoLE policies/vision statements, plans and priorities, success in meeting objectives and targets, and AoLE related professional development plans through meetings and reports.
- 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 pupil's learning.

Evaluation and Review

This policy will be reviewed by the Headteacher, Staff Team and Governing Body and will be adopted by the Governing Body as per the schedule on the front page.

Appendix A: AoLE Leader File Contents

Section 1 – Policy

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

Section 2 – Standards and Progress

- **Annual AoLE Report**

Section 3 – Curriculum

- **Agreed Long Term Plans**
- **School Development Plan**

Section 4 – School Improvement

- **Action Plan**
- **Reviewed action plans – including learning walks linked to SDP**
- **Monitoring and Evaluation Schedule**
- **Evidence of planning sampling carried out**
- **Records of discussions with pupils and staff**
- **Evaluation of pupils work – book scrutiny**

Section 5 – Resources

- **Any key information recorded**

Section 6 – Staff CPD

- **Record of CPD**

Section 7 – Securing Accountability

- **Reports and Presentations to Governors**

Appendix B – Timetabled AoLE Tasks

| Term | Tasks | 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 / prospectus • Add vision statement to subject policy • Review and rewrite the AoLE Policy • Share with staff | Vision is agreed and in the school prospectus |
| Autumn Term | <p>Monitor the vision in the AoLE through some of the following:</p> <ul style="list-style-type: none"> • Planning sampling • Work/book scrutiny • Learning Walk • Observation • Listening to Learners • Pupil assessment <p>Communicate any areas for development from the AoLE that need to be a focus in the SDP.</p> | Carry out a range of monitoring procedures and write a brief report to governors based on your findings. |
| Spring Term | <p>Ensure the resources promote the AoLE vision.</p> <p>Organise and maintain resources, including network files.</p> <p>Create and maintain an AoLE file following the contents shown in Appendix A.</p> | <p>Resources, including those online, are well organised, support the vision and are easy to access.</p> <p>There is a range of evidence stored in school on the network and or in an AoLE Leader file.</p> |
| Ongoing | <p>Attend regular Cluster meetings and training.</p> <p>Engage in School Improvement and Professional Learning activities.</p> | Feedback to staff in the following staff meeting. |