



Curriculum
& Assessment

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Curriculum Subject Leader Guides

March 2026

*Covering Art, Computing, Design & Technology, Phonics,
Reading, Speaking & Listening, Writing, Geography,
History, Maths, MFL, Music, P.E, PSHE, RE and Science.*

Using SIL's Subject Leader Guides

The sections are mostly in hierarchical order, **always start at the beginning.**

(For example, you cannot have medium term plans if the long-term plan is not in place first)

When looking at your **long-term plan**, **always have a copy of the National Curriculum** to cross reference with *(ensure that you have covered all of the statutory requirements)*



If you are using a **scheme**, **look / ask** for the accompanying **progression map / end points.**

Examples may be given in the **'prompts' section** but may not appear in your curriculum, they are just examples.

Each guide will have **questions specifically related to the subject** it has been written for.

If there is a section or **question** that you are **unsure about**, this might **lead to an action on your action plan** and **inform your next steps** as subject leader.

If you need support as a Subject Leader, please contact: SIL@SIL-Ltd.co.uk we would be happy to help.



Maths Subject Leader Guide

Focus Area	Prompts to Consider
LTP	• Have you ensured all aspects of NC are covered? • If using a scheme, what were your reasons for choosing that particular one? How have you adapted it to fit your context? • If you are not, consider the choices you have made. • Is there a reason why you have made the choices you have?
Subject Leader Reflections (e.g. strengths / areas to develop / evidence)	

English Reading Subject Leader Guide

Focus Area	Prompts to Consider
MTPs / Lesson Plans	• Are the MTPs and Lesson plans written to ensure a novice could teach from them? • Is there a sequence to the learning? • Is the learning well-structured and builds towards curriculum intent? • Are lessons sequenced logically? • Are texts and vocabulary central to the teaching? • Do lessons include echo, choral and partner reading to develop children's prosody and automaticity? • Is fluency especially taught? E.g. punctuation cues, volume, pitch, tone, pace, expression and self-correction.
Subject Leader Reflections (e.g. strengths / areas to develop / evidence)	



PSHE Subject Leader Guide

Focus Area	Prompts to Consider
LTP	• Have you ensured all statutory content is covered – see end of phase expectations (Relationships Education, Relationships and Sex Education and Health Education guidance)? • Do you have a good understanding national trends relevant to PSHE? • Do you have a good understanding of your local health data and ward data? • How have you consulted with parents on your PSHE plans? • What measures have you taken to ensure that pupil voice is taken into account? • Has there been pastoral input to ensure issues relevant to your school community are addressed to inform the PSHE curriculum? • How have you tailored your plans to take into account your particular context? • If using a scheme as your starting point, what were your reasons for choosing that particular one?
Subject Leader Reflections (e.g. strengths / areas to develop / evidence)	

Design & Technology Subject Leader Guide

Focus Area	Prompts to Consider
MTPs	• Are the MTPs written to ensure a novice could teach from them? • Is there a reference to the learning? • Does each MTP include the iterative design process? • Are there diagrams/website links to support teachers? • Are evaluation expectations clear for each key stage?
Subject Leader Reflections (e.g. strengths / areas to develop / evidence)	



History Subject Leader Guide

Focus Area	Prompts to Consider
LTP	• Have you ensured all aspects of NC are covered? • Have you ensured local history is studied? • Is British history taught in chronological order? • If using a scheme, what were your reasons for choosing that particular one? How have you adapted it to fit your context? • If you are not, consider the choices you have made. Is there a reason why you have chosen?
Subject Leader Reflections (e.g. strengths / areas to develop / evidence)	



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