Curriculum, Teaching & Learning, and More Able Learners Policy

Policy Owner: Deputy Head Academic (JS & SS)

Approved by: Head

Review Date: 14 December 2023

Next Review Due: 5th July 2024

Contents

<u>Reference Documents/Websites:</u> The Crosfields Ethos, Mission and Aims (on school website)

This policy lays the foundations for the whole curriculum, both formal and informal and, along with our Mission Statement and Aims, forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of the school.

Statement of intent

At Crosfields School, we believe every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives both at school and beyond.

Through implementing this policy, we aim to embed good practice and consistency in the quality of teaching across the school and ensure we deliver a unified focus to monitoring learning. Through these practices, we aim to continually improve our standards, help every pupil reach their potential and enhance the professional development of staff.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Equality Act 2010
- DfE (2020) 'Secondary accountability measures'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE and STA (2022) 'School reports on pupil performance: guide for headteachers'
- DfE (2021) 'School teachers' pay and conditions document 2021 and guidance on school teachers' pay and conditions' (STPCD)

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Marking, Feedback, Assessment, & Reporting Policy
- Behaviour Policy
- Examination Policy
- Accessibility Plan
- PSHE & Citizenship Policy
- Relationship and Sex Education Policy
- School Development Plan

Roles and responsibilities

The Governing Board will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on students' progress and attainment.
- Monitor the effectiveness of this policy and hold the Head to account for its implementation.
- Make sure other school policies and procedures promote high-quality teaching, and that these are being implemented.
- Governors report the findings from any visits to the school to the governing board.

The SLT is responsible for:

- Visiting classrooms and undertaking learning walks.
- Talking to staff and pupils to establish a general overview of the atmosphere in the school on a day-to-day basis.
- Communicating with parents to ensure all pupils' needs are being met.
- Undertaking classroom and teaching work on a regular basis, where applicable.
- Reviewing teachers' lesson planning.
- Contributing to setting goals and targets across the school.
- Discussing annual reports with staff.
- Undertaking self-evaluation on the school's quality of teaching.
- Commenting on the quality of teaching and learning as part of the report to the governing board.
- Holding Heads of Department to account for the effectiveness of teaching, learning and assessment in their subject.

Heads of Department/Curriculum Leads are responsible for:

- Contributing to developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their department.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Providing professional advice to the curriculum committee.
- Keeping up-to-date with any changes in their subject area and curriculum requirements.
- Monitoring the effectiveness of how their subject is being taught and assessed in their department.

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional input and constructive criticism from their head of department.
- Reviewing and evaluating their lesson planning regularly against their colleagues' planning

and the school's overall achievement.
- Setting appropriate and challenging targets for pupils based on ability and needs.
- Collaborating with colleagues to moderate pupils' achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an annual review assessing the progress of their pupils.

Pupils are responsible for:

- Being on time for school.
- Being prepared to learn.
- Keeping their learning environment organised and tidy.
- Being attentive and contributing to lessons.
- Listening to and following all reasonable instructions.
- Taking responsibility for their learning.
- Treating everyone with respect.

Parents and carers of students at our school will:

- Value learning;
- Encourage their child as a learner;
- Make sure their child is ready and able to learn every day;
- Support good attendance;
- Participate in discussions about their child's progress and attainment;
- Communicate with the school to share information promptly;
- Provide resources and an environment support learning;;
- Encourage their child to take responsibility for their own learning;
- Support and give importance to homework.

External monitoring will be utilised where appropriate, including by the following methods:

- Seeking the support of leaders from local schools to help evaluate the school through professional discussion and joint lesson observations.
- Using inspections to identify strengths and weaknesses, and to develop an action plan for improvement.

## Ethos on teaching and learning

The School Curriculum

1. The curriculum is broad and balanced, offering rich and varied opportunities for thedevelopment of academic interest and intellectual curiosity
2. The co-curriculum offers a wide range of enriching, enjoyable and challenging

activities,which stimulate and develop the interests of each child, and promote a healthy lifestyle

We provide a sound foundation for boys and girls in a warm and friendly environment. We aimto maintain a high academic standard but also to encourage pupils to make the most of all theopportunities open to them in other areas of school life. In order to promote inspirational teaching and learning we have developed a Learner Profile, this is displayed on the school website, in pupil books and in each classroom in the school. It was written In accordance with the school's mission and aims, it is the responsibility of the staff to provide opportunities for children to develop these qualities through their teaching.

The Crosfields Learner Profile

At Crosfields, we want our pupils to APSIRE to be the best version of themselves, both inside and outside the classroom. Pupils will be encouraged to:
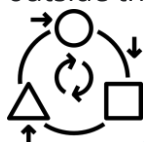
Adapt - pupils will be encouraged to develop their critical thinking, decision making, and research skills. They will be able to show leadership where appropriate.

Support –across all areas of the school pupils will be balanced, non-judgemental, and celebrate diversity. They will communicate, collaborate, and show teamwork.

Persist - regardless of whether things are going well or not, pupils will show perseverance, resilience, and determination.

Inquire - pupils should question and be curious, probing, and imaginative. They should be adventurous in their approach and be able to work well independently.

Reflect - pupils should consider their strengths and weaknesses and work to develop their problem solving and metacognitive skills.
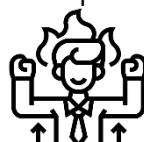
Engage – explore, be enthusiastic, diligent, and involved in learning and all other areas.

Mission, Aims and Objectives

Crosfields aims to provide a curriculum for all its pupils, based on equal opportunities and high standards; offering breadth, balance, coherence, differentiation and progression. The curriculum is designed to help all pupils maximise their individual academic potential, exploit their talents to the full, enabling them to leave Crosfields prepared to face the challenges in and adult life.

In planning the curriculum, staff will:

- Ensure children develop the essential skills to become independent and critical thinkers.

- Seek to offer appropriate experiences beyond the statutory requirement which reflect the broader curriculum,

- Encourage teachers to inspire children with an enthusiasm and commitment to lifelong learning.

- Provide opportunities for teachers to be innovative and for children to develop creativity.

The school curriculum will:

- Provide a broad and balanced education, which prepares for national assessments and give children the confidence to achieve success in their adult lives.

- Provide personal, social and health education which reflects the school's aims and ethos, appropriate careers guidance and prepare pupils and students for life in British Society.

- Enable children to become effective learners by developing critical and independent learning skills.

- To provide children with experience in linguistic, mathematical, scientific, technological, human, and social, physical and aesthetic and creative education.

- Allow pupils and students to acquire and develop skills in speaking, listening, literacy and numeracy.

- Incorporate regular assessment and reporting as detailed separately in the school policy.

- Provide appropriate subject matter for all ages and aptitudes of children to allow all groups to learn and make progress (including those with special educational needs, disabilities or whose first language is not English)

Breadth
Breadth will allow pupils and students contact with different elements of learning – knowledge, concepts, skills and attitudes – and the different areas of learning – aesthetic, creative, human and

social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.

Coherence

Coherence will be achieved through planning and discussion, with schemes of work for all courses at all levels documented in advance. Monitoring activities will consider individual student progress over their whole curriculum.

More Able Learners

1. Introduction and Philosophy

1.1   Crosfields School is a selective school but accepts pupils from a broad ability range. Inclusivity is thus fundamental to the school's educational ethos.

1.2   Our philosophy is that the creation of an enriched learning environment allows the abilities and achievements of all pupils to be raised.

1.3   Within that philosophy, we recognise that More Able Learners have an educational need and that it is the responsibility of all staff to support and challenge the school's More Able Learners.

1.4   This involves, but is not limited to, providing opportunities to extend, challenge, and motivate More Able Learners; having high expectations of all pupils; developing greater intellectual curiosity, creative thinking, problem solving, motivation and independent learning for all pupils/students; and ensuring that all pupils/students are challenged and continue to advance in their learning.

1. **Leadership**

2.1   The Head of More Able Learners is the designated lead for more able learners. It is the responsibility of the Head of More Able Learners in conjunction with the Deputy Heads Academic (Senior and Junior) to set the vision and direction for more able learners and communicate this with stakeholders.

2.2   Progress of More Able Learners provision is supported by the governing body and is discussed at EWC meetings. It is the role of the governing body to challenge staff on provision and support initiatives with resources and funding where appropriate.

2.3   All teachers are responsible for catering for more able learners and implementing the guidance from this document. This will need to be adapted for specialist subjects and across age ranges.

2. **Definition of More Able Learners**

3.1   Crosfields follows the National Association of Able Children in Education (NACE)

guidelines in terms of defining more able learners.

3.2   Personal traits
- Inquisitive, curious, alert and responsive to new ideas

- Quick/agile thinkers

- High self-motivation/initiative; can work well independently

- Socially adept

- Show leadership qualities

- Good/unusual sense of humour

- Sensitive/sensitivity and empathy with others

- Socially immature/isolated; prefer computers to people

3.3   Learning ability
- Learn new ideas and concepts quickly/easily/readily

- Good at reasoning/logical/analytical thinking

- Good at dealing with abstractions/abstract thinking

- See relationships between things; can generalise from specific facts

- Good at understanding things/meanings; show unusual insights

- Able to memorise quickly/easily

- Follow complex directions easily

- Keen powers of observation

- Advanced vocabulary/verbally fluent/good self-expression

- Learned to read early, often before school age; rapid readers

- Good attention; concentrate and persevere for long periods if interested

3.4   Learning styles
- Dislike repetition of concepts and closed tasks; get bored easily

- Informed/show interest in ideas and concepts beyond their years

- Creative/imaginative; original ideas in problem-solving; may be artistic/musical

- Inclined to choose unusual but effective methods of working, perhaps using a different line of logic or jumping steps

- Many interests/hobbies; read across a wide range of subjects

- Prefer verbal expression; reluctant to record things in writing

- Resent imposed timetable restrictions if interested in a task

- Perfectionists; may lean towards being obsessive

3.5   Strengths will include academic subjects, arts, sports as well as less easily measurable interpersonal and intrapersonal skills and other elements crucial to thinking for learning, (resilience, analysis, wise judgement and discernment, intuition and imagination).

3.6   See **Appendix A** for specific subject criteria of More Able Learners.

3.7   Individual talents and abilities should be seen as relative terms and cannot be measured against set 'norms'. It is virtually impossible to state whether a child's ability is due to the external factors in their life or their individual aptitudes, therefore it is somewhat redundant to try and identify their potential achievements based on their current achievements.

3.8   More Able Learners are specifically identified and supported from Year 6 upwards. This is owing to the many variables that exist which can affect the learning and development of younger children, such as age and the numerous transition points in the Junior School. See 5.4 for further information on the Junior School

3. **Identification**

4.1   Identification is process based and continuous and follows the steps outlined below.

4.2   CAT4 scores are used to generate a list of potential More Able Learners. A mean score of 126 and above is used for maths, science, computing, geography, and DT. For English, History, RS, and MFL a verbal score of 126 and above is used.

4.3   Heads of Department and subject teachers are invited to submit names of those pupils/students they consider to be More Able Learners. This is based on subject specific criteria provided by NACE (**Appendix A),** Renzulli's Three Ring Conception of Giftedness (**Appendix B**), structured observations, instinct and intuition, and inspection of classwork.

4.4   A final list is agreed by the Head of More Able Learners, Deputy Heads Academic (Junior and Senior), and Heads of Department. This list is fluid, and a pupil/student can be added or removed throughout the year.

4.5   Heads of Department and subject teachers are encouraged to speak to pupils/students who are identified as More Able Learners in their subject. This is with the aim of empowering and raising the aspirations of our More Able Learners.

4.6   Currently, parents are not directly informed whether their child is on the More Able Learners list. A process for doing so will be developed and this policy updated when it is

agreed upon.

5. Curriculum, teaching and learning

5.1 Crosfields' curriculum, teaching and learning is designed to challenge all learners, alongside More Able Learners.

5.2 We aim to present challenge to our pupils at all levels. This is done by:

- High expectations for all learners

- Effective learning is discussed by subject teachers, tutors, in collects, during activities, in talks to pupils and parents

- Active participation, engagement and inclusion of all students

- Use of open-ended tasks, enabling all pupils to respond at their own level

- Emphasising the importance of strong subject knowledge

- Encouraging evaluation and analysis and avoiding over-emphasis on right/wrong answers

- Open-ended questioning; asking pupils to justify their answers and respond in greater depth

- Problem-solving activities of varying levels of difficulty

- Focusing on process rather than outcome to encourage risk-taking.

- Consideration of the importance of high quality social and emotional development of the students; sense of personal involvement in decisions affecting their schooling, their need for peer acceptance, their need for time to play/experiment, their opportunities to develop crucial trans-intellectual capacities, (empathy, resilience, reflectiveness), their sense of 'ownership' of their learning, the quality of their relationships with staff and peers.

5.3 The teaching of More Able Learners will be embedded through all teaching and learning. The general principles underpinning this teaching and learning will include, but is not limited to:

- Extra materials provided for More Able Learners. For example, magazine articles, GCSE magazines, documentaries, literary criticism, and further reading.

- Anchor activities provided in lessons to extend More Able Learners.

- Acceleration – allowing More Able Learners to move through the curriculum at a quicker pace.

- Compaction – removal of material that is not a priority for More Able Learners.

- Personalized learning to allow More Able Learners to carry out their own enquiries and produce their own findings.

- Opportunities for More Able Learners to teach curriculum content to their peers.

- Research, study skills (metacognition/VESPA), problem-solving, decision making, creative thinking, synthesis, analysis, and evaluation are all supported by programmes such as the Higher Project Qualification (HPQ).

- Productive use of extra-curricular activities including trips, hobbies, involvement in productions, school council, links with adult societies (See Section 6).

5.4   In the Junior School, needs are accounted for on an individual basis by class teachers. From Year 4 upwards, staff offer an indication of who the More Able Learners may be before a more formal process of identification in Year 6. There is a focus, as indeed there is in the rest of the school, to provide high quality teaching and learning which creates high standards and expectations for all pupils.

6. Enrichment opportunities

6.1   Extra-curricular activities provide all learners the opportunity to develop and extend their interest in learning in an environment away from class-based lessons.

6.2   Heads of Departments have the responsibility for ensuring that a programme of extension is integrated into the curriculum and through stretch activities, outside the formal curriculum, which may include the following (not an exhaustive list):

- Subject specific Olympiads, e.g. IT, Mathematics, Physics, Chemistry, Linguistics and Biology.

- Drop-in sessions to support pupils/students.

- Attendance at external academic (and career-related) workshops and lectures.

- National essay competitions.

- National Competitions, e.g. Townsend-Warner Prize (History), Alan Turing Cryptography Competition (Maths and Computing), ISA and IAPS competitions.

- Pupils proactively leading clubs and societies, e.g. the INTERACT Club

- School Competitions, e.g. Music Prizes, Accelerated Reader, Praise Awards, BOPA Awards, Debating, Ian Michael Award.

6.3   Extra-curricular opportunities may also include:

- Domestic trips.

- Overseas trips.

- After-school activities e.g. STEM activity, Art activity, chess, creative writing.

- Timetabled co-curricular programme.

- Duke of Edinburgh Award

- Opportunities to take participate in performances (e.g. school play, LAMDA), sports activities, community and other projects

7. Tracking and assessment

7.1   More able learners will be tracked and assessed through the use of:

- Teacher assessment

- Use of tests e.g. formal assessments

- Regular tracking of performance of individuals and sub-groups

- Comparison with local and national outcomes

- Learner profiles and portfolios

- Arrangements for receiving information or passing it on at transfer and transition

8. Personal, social and emotional support

8.1   Crosfields is aware of challenges faced by more able learners, such as the pressure to perform and the potential for negative peer group appraisal due to labels.

8.2   These issues will be addressed through:

- The school ethos is to promote friendliness, kindness, good behaviour

- Wellbeing is supported for all pupils through varied pastoral provision

- Student leadership and voice offers opportunities for peer support

- Partnerships with parents will support personal, social and emotional support

9. Partnerships

9.1   Parents are involved in supporting more able learners through collaboration and communication. Parents are informed of what is on offer with regards to curriculum and enrichment activities. Parents are offered information with regards to assessment, tracking.

9.2   External agencies such as the National Association of Able Children in Education are consulted for expertise and guidance. Crosfields is currently a member of NACE and may follow the NACE challenge award framework to attain accreditation.

10. Professional development

10.1   The development of staff to support more able learners is continuous and supported in several ways.

10.2   Staff are supported in developing their knowledge, understanding and experience of supporting More Able Learners through INSET and training days. Improving the teaching and learning of staff is a clear route to improving the outcomes of more able learners. Recent initiatives have included incorporating Rosenshine's Principles in Action and embracing the mantra of 'teach to the top and scaffold up'.

10.3   The Head of More Able Learner supports staff in developing their knowledge, understanding, and experience of supporting More Able Learners.

10.4   NACE (National Association of Able Children in Education) offer CPD and training courses in a vast array of areas associated with providing education to more able learners. These opportunities are offered to staff with interests in these areas.

10.5   Best practice is shared in relation to supporting more able learners both within the school between departments and in collaboration with other schools and agencies.

Curriculum Review And Planning

- Heads of Department meet with the Director of Studies and Deputy Head Academic (Junior and Senior) each half term to review and plan the curriculum and to make recommendations for change to the Head.
- The Deputy Heads will articulate current principles within the school which will be reflected in delivery of the curriculum. Schemes of Work will be updated annually by Heads of Department.

Through our teaching and learning ethos, pupils will be encouraged to:
- Listen to one another.
- Adopt various roles when working in groups.
- Volunteer their thoughts and opinions.
- Respect the thoughts, ideas and opinions of others.
- Give honest and positive feedback.

To help all pupils learn and engage effectively, teachers will be encouraged to:

- Ensure pupils engage with lessons and respect others' contributions.
- Ensure pupils raise their hands before speaking and to allow their peers the chance to contribute without interruption.
- Allow pupils time to think about their response to a question.
- Allow pupils time to discuss a response or topic in their group or with a partner, where

required.
- Adopt a personal approach to teaching pupils as individuals.
- Set meaningful homework (prep).
- Set sufficient challenge for all pupils through a differentiated approach.
- Act as a role model for pupils when speaking and listening, by allowing them the opportunity to share their thoughts, ideas and feedback without interruption.
- Use varied activities to allow all pupils to contribute to lessons, catering to various learning styles.
- Responding to and acting on feedback received from pupils, parents and colleagues.
- Achievement is recognised in the following ways:
- Praise is given more than criticism, using formal and informal approaches.

Formal approaches, including:

- Praise stickers
- Calling the pupil's parents praising the pupil
- Sending a letter home praising the pupil
- Inviting the pupil to see the Head
- Achievement assemblies

Informal approaches, including:

- Congratulating pupils privately or in class
- Saying 'well done' to the whole class
- Writing positive feedback on written work
- Writing positive comments in a pupil's planner

The teacher will manage disruptive behaviour by:

- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow poor behaviour.
- In exceptional circumstances, calling for support from another member of staff ('Call 200').
- Ensuring the school's Behaviour Policy is adhered to at all times.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.

- Always remain professional.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

Self-evaluation

Discussion with senior leaders

Senior leaders will discuss the following questions to assess the quality of teaching at the school:
- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do TAs employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

Discussion with pupils

The following questions will be discussed with pupils to assess the quality of teaching at the school:
- Do you know your targets? What are they?
- What subjects do you have targets for?
- How do you know what your targets are?
- How often do you work on your targets?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you get new targets?
- What happens if you can't achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are proud of and explain why you are proud of it?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your homework? What do you think the school could do to make homework more enjoyable and interesting for you?
- Which aspect of homework do you find challenging?

Learning Environment

- The teacher will set the formal tone for lessons at the beginning of the session and indicate that the lesson has started.
- The teacher will decide and plan the seating arrangements for pupils to maximise educational attainment.
- Seating arrangements will be changed to suit different activities, e.g. group work.
- Seating plans will be made available for those providing cover when the teacher is absent.
- The learning environment will be designed to maximise pupils' opportunities to learn, e.g. forward-facing desks.
- Displays will be changed regularly and geared towards aiding learning – displays do not facilitate distraction.
- Desks will be free from clutter and arranged in a manner that provides suitable space.
- The room will be well-ventilated, well-lit, and maintained at a suitable temperature.
- Pupils will be encouraged to drink water during lessons, except in science laboratories where water could create a risk.

Effective Teaching

At Crosfields School we believe that good teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the schoolcommunity;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately scaffolded in order that the lessons consolidate, build uponand extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children andbuild their understanding;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children'slearning both within individual lessons and over time;
- Regularly self-evaluate and collectively review their teaching to ensure that the whole schoolis a learning organisation;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the Schooloffers;
- Continue to develop in their roles through high quality support, guidance and on-

going training.

Effective Learning

- At Crosfields School we believe that children learn best when:
- They are encouraged to form positive relationships with their teacher, peers and othermembers of the school community;
- They are happy, secure, confident and valued for their individuality;
- They develop a Growth mindset, enjoy challenges and learn from their mistakes;
- They are happy, secure, confident and valued for their individuality;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences that are relevant to their livesand interests and are inspiring, motivating and engaging;
- They are working in an environment that is safe, caring, supportive and stimulating;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development asfuture effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

Teaching Strategies

The curriculum
- The curriculum will be balanced, with proportionate time spent on statutory and non-statutory subjects.
- The school week will be carefully timetabled, and curriculum content is suitable for the age and ability of all pupils.
- The curriculum will be made accessible to all pupils through differentiation and the provision of the necessary resources.
- Wider aspects of learning, such as the development of social skills and self-esteem, will form a significant part of pupils' education.

Lesson planning and delivery

Lessons will be:
- Clearly linked to the curriculum.
- Show continuity and are age- appropriate.
- Balanced in terms of interactive learning and quiet time, to allow opportunities for both active and passive learners to engage with lesson content.
- Balanced in terms of teacher-led and pupil-led activities.
- Delivered with confidence and using good verbal projection.

A range of lesson types will be used, including practical, visual, dramatic, investigative and group work. The school will give teachers adequate preparation, planning and assessment (PPA) time, in line with the STPCD.

Resources will be:
- Prepared in advance and made readily available to pupils.
- Accessible to all, in line with the Accessibility Policy, and appropriate for the learning objectives of the lesson.
- Suitable for pupils' different learning styles.
- Shared between teachers and departments to facilitate good practice.

TAs will be:
- Actively involved in the lesson to aid pupils' learning.
- Involved in prior planning and preparation.
- Able to demonstrate that they possess a good knowledge of the needs of individual pupils.
- Expected to support different focus groups, e.g. pupils with SEND and academically more able pupils.
- Utilised on a one-to-one basis with a child in need of additional help, where required.

All pupils will be actively involved in lessons through:
- Discussions about the teacher's marking on their work.
- Opportunities to mark their work and that of their peers, under the teacher's direction.
- Discussions about the learning objective of each lesson at the start of the session.
- Being set high expectations and being presented with adequate challenge.

Pupils with SEND

Pupils with SEND will be supported through effective teaching and learning by being:

- Treated as individuals.
- Provided with the appropriate support.
- Provided with additional professional support, where necessary.
- Asked for feedback (or their parents' feedback) on the effectiveness of the support they receive.
- Supported in line with procedures and strategies set out in the SEND Policy.
- Teachers will discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils who require support.

Planning and preparation

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

In line with expectations set across the whole school, lesson plans will:

- Be clearly linked to the curriculum.
- Be differentiated, to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Explain how pupils will be grouped.
- Show how TAs will be utilised to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight any opportunities for assessment and evaluation.
- Clearly state timings and structures of lessons.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met. Written/typed lesson plans are not expected for all lessons and these can be demonstrated in other forms such as teacher planners.

Assessment

Further details on Assessment can be found in the Feedback Policy and Assessment Policy.

Baseline assessment

Pupils joining the school will receive a baseline assessment when they start. Strategies for baseline assessment will include:

- Use of past national curriculum tests.
- Assessing pupil progress over the first six weeks that they are enrolled.
- Cognitive ability tests which test verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content.

Formative assessment

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.
Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments will be used to:

- Identify pupils' strengths and gaps in their skills and knowledge.
- Identify the next steps for learning.

- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment is not punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

Formative assessment is not included as part of a pupil's final grade but is recorded as part of individual learning plans (ILPs).

Methods of formative assessment include the following:
- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

Summative assessment

Summative assessment is important for:
- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

Summative assessments:
- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment will include:
- End of year exams
- Projects which contribute to a final grade
- External examinations such as the national curriculum tests

Use of ongoing assessments

Teachers will use ongoing assessments in the form of:

- Focussed marking on pupils' work, including feedback.

- Observations of pupils' work against learning objectives and success criteria.
- Assessing pupils' ability to meet success criteria and progress to the next step in their learning.
- Annotated plans and planning notes made by class teachers and other personnel involved with each pupil.
- Termly tests to identify progress and gaps in learning.
- Termly pupil progress reviews to identify and analyse progress and set targets.
- Lessons will contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil.

GCSEs

Pupils in Year 9 will be provided with adequate guidance when choosing their GCSE options in preparation for KS4 and will be encouraged to choose subjects that challenge and interest them. The selection and assessment of GCSE subjects will be undertaken in line with the Curriculum Policy & Assessment Policy.

All assessments will be appropriate to each pupil's needs and level of ability. Teachers will use a range of assessment tools and materials, such as:
- Analysis of pupils' work in books
- Reading records
- The results of class tests and published tests
- On-going marking
- Making notes on pupil observations

The results of published tests will be used to contribute to overall teacher assessments.

Presentation of written work

Guidelines for presentation of work

Aims:

- To create consistency in standards of presentation across the school.

- To motivate each individual to present their work in the best possible way.

- To enable children to recognise work that is presented to a high standard.

- To ensure each child knows the standard of presentation that is expected.

The purpose of this policy is to produce a consistent approach towards the presentation of work throughout the school. Children should all be aware of the standards expected of them and know that this will apply whichever teacher is taking the class. It will ensure expectations are raised by all staff and encourage in all children a sense of pride in how their work should look.

There will be different requirements according to the subject and the age and ability of the child.

However, there will also be common ground. Subject specific guidelines are to be expected to reflect the differing needs of subjects and departmental paperwork should be referred to in these instances.

For Teaching staff

You are the most important role model for presentation and high expectations. Teachers should follow guidance in the Feedback Policy when working in pupil's books.

For Children

- Up to Year 5, writing should be in pencil. From Year 4 blue ink may be used at the discretion of the teacher. Fountain pens and roller balls may be used. Ball point pens are not to be used, though some leeway may be given for left-handers.

- Diagrams and illustrations should be in pencil. Where straight lines are required a ruler should be used.

- Each piece of work must be dated. The date should be written fully, for example 21st September 2020 (the short version may be used in maths books 21.09.2020). The date should be underlined.

- Each piece of work should have a title which is neatly underlined.

- Both sides of the page should be written on and each page filled before turning to the next.

- Children will write on every line unless specifically instructed otherwise in a lesson.

- A new piece of work should directly follow the previous work unless specifically instructed otherwise. A piece of work should be ruled off before a new piece is started.

- Where exercise books do not have a margin a pencil margin should be drawn down the left hand side.

- Any mistakes should be crossed out neatly using one ruled line with a pencil. The correct version should be written on the same line or above the mistake.

- Tipp-Ex is not allowed.

- Rubbers should be used carefully and sparingly.

- A child should not write or draw anything on the cover of an exercise book.

- Felt tip pens and gel pens should not be used in exercise books. Colouring pencils should be used for colouring in.

- ICT may be used as directed by the teacher. Where work is to be glued into a book, pages must be neatly trimmed.

- It is advisable to sit left handed children with their writing hand on the outside of the desk.

The above applies to handwritten classwork. The principles should be followed with other work

(e.g. worksheets, booklets etc.). Increasingly, pupils are using online learning platforms such as Microsoft Teams (OneNote/Class Notebook) and the above guidance should be adapted to suit this way of working e.g. dates are automatically captured but underlined titles should still be at the top of each piece of work.

Moderation

Regular moderation of levelling will take place on a regular basis to ensure consistency. Teachers will meet in phase groups or in cross-phase groups to analyse pupils' work against curriculum requirements.

Working with pupils and parents

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Parents' evenings
- Letters home
- Annual reports
- Individual learning
- Individual Learning Plans (ILPs)

ILPs will be available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. These are known as pupil passports and will be uploaded to Provision Map. ILPs will be reviewed on an annual basis to ensure that they are still effective.

EHC plans

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and other specialists are sought. Based on these views, and in collaboration with the pupil, an EHC plan is sought.

Homework (Prep)

A prep timetable will be shared with pupils, parents, and staff at the start of each academic year. Homework will be set and collected on a regular basis and is designed to:
- Encourage independent learning and skill development.
- Encourage pupils to take ownership of their education.
- Be meaningful, age- and ability-appropriate, and linked to the curriculum.
- Enable pupils to explore their own learning style.

- Enable pupils to develop a home-learning routine.

Monitoring and reporting

This policy will be reviewed on an annual basis by SLT.

The Head will include data in the termly report to Governors which will contain updates and analysis regarding teaching and learning at the school.

This Policy also applies to EYFS.

Appendix A

Subject Specific Identification Guidance Produced by NACE, used under licence.

Art

More able learners in art may display a selection of the following characteristics:

• Think and express themselves in creative, original ways
• Want to follow a different plan to others, challenge tasks given or extend their brief in seemingly unrelated directions
• Enthusiastic and interested in the visual world; have a strong desire to create in the visual form
• Driven by ideas and persevere until they have completed a task successfully, with little or no intervention from the teacher
• Take risks without knowing what the outcome will be
• Can be quirky and display humour
• Interested in the art world, art forms and culture
• Analyse and interpret their observations and present them creatively
• Work in innovative ways
• Enjoy experimenting with materials; able to go beyond the conventional and use materials and processes in creative and practical ways
• Communicate original ideas, insights and views
• Confidence in using a wide range of tools and techniques skilfully
• Keen to extend their technical abilities; sometimes get frustrated when other skills do not develop at the same time
• Explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning
• Make unusual connections between their own work and others' work
• Critically evaluate visual work and other information
NB: Aptitudes in the arts may reveal themselves early given the right conditions, but can also remain hidden if a learner has limited encouragement or opportunity.

Design and technology

More able learners in design and technology may display a selection of the following characteristics:
• High levels of technological understanding and application
• High-quality making and precise practical skills

• Readily accept and discuss new ideas; conceptualise beyond the information given
• Have flashes of inspiration and highly original or innovative ideas
• Demonstrate different ways of working or different approaches to issues
• Identify the simple, elegant solution from complex, disorganised data
• Reflective and constructively self-critical
• Link the familiar with the novel
• See application in 2D or 3D
• Transfer and adapt ideas from the familiar to a new problem
• Sensitive to aesthetic, social and cultural issues when designing and evaluating
• Capable of rigorous analysis and interpretation of products
• Conduct independent research to solve problems
• Work comfortably in contexts beyond their own experience and empathise with users' needs and wants

English

More able learners in English may display a selection of the following characteristics:
• Read widely, fluently and independently
• Read with meaning, drawing on inference and deduction; can "read between the lines"
• Sensitive to the nuance of language
• Use language precisely, with technical accuracy
• Delight in the meaning of words
• Use extended vocabulary
• Show pleasure and involvement in experimenting/playing with language and manipulating language to effect
• Awareness of the special features of language, such as rhyme
• Write or talk in imaginative, lucid and cogent ways, showing flair and creativity
• Can express ideas succinctly and elegantly
• Grasp the essence of particular styles and adapt them to their own purposes
• Can display a sophisticated sense and appreciation of humour; this humour can be "quirky"; understand irony etc
• Contribute with incisive, critical responses
• Can analyse own work
• Can produce written work that is substantial and the product of sustained, well-directed effort
• Elaborate on content that is exceptional for their age
• Can engage seriously and creatively with moral and social themes expressed in literature
• Can justify opinions convincingly and challenge others' points of view
• Strong communicative skills

• Articulate and confident speakers
• Very good listening skills
• Show enthusiasm and enjoyment in the subject; can be sensitive

NB: Learners who are more able in English may demonstrate marked ability in reading, writing, speaking and listening. However, it is not unusual for development in one of these areas to be more pronounced than in others, e.g. younger children who are fluent readers may be reluctant writers.

Geography

More able learners in geography may display a selection of the following characteristics:
• Understand concepts clearly; can apply this understanding to new situations to make interpretations, develop hypotheses, reach conclusions and explore solutions
• Understand geographical ideas and theories; apply them to real situations
• Communicate effectively using both the written and spoken word, in ways that are appropriate to task and audience
• Learn subject-specific vocabulary and use it accurately
• Reason, argue and think logically
• Able to manipulate abstract symbols and recognise patterns and sequences
• Use and apply mathematical principles and formulae to solve geographical tasks and problems
• Identify their own geographical questions and sequence investigations
• Understand, and able to explain, complex processes and interrelationships
• Enjoy using graphs, charts, maps, diagrams and other visual methods to present information
• Competent and confident in using the wide range of visual resources required
• Well-considered opinions on issues such as the environment and life in different places
• Wide-ranging general knowledge about the world and topical issues
• Able to transfer knowledge from one subject to another
• Creative and original in their thinking, frequently going beyond the obvious solutions

History

More able learners in history may display a selection of the following characteristics:
• Perform at levels of literacy that are advanced for their age
• Able to communicate effectively in different forms
• Use subject-specific vocabulary with accuracy and confidence
• Show particular skill at inference and deduction
• Able to make logical connections between events and people

• Good understanding of cause and effect
• Able to set both new and previously acquired information in a chronological framework
• Broad range of general and historical knowledge
• Can discuss the significance of events, people and changes
• Maturity in ability to analyse historical sources and organise historical information
• Able to demonstrate and use a wide and growing knowledge base
• Able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones
• Keen awareness of the characteristics of different historical periods
• Able to question, challenge and develop own lines of enquiry
• Good grasp and understanding of historical interpretation
• Can make imaginative links between the topics studied in multiple subject fields
• Ability to hypothesise; can make judgements and justify them
• Can take on broad concepts
• Offer unexpected insights
• Willingness to search for new information and ideas
• Enquiring mind
• Can cope with tentative conclusions
• Developed sense of empathy and imagination
• Use visits to historical sites as a basis for further investigation
NB: High ability in history can take time to emerge, as the nature of the subject can often require maturity. However, young children can display a marked interest and enthusiasm for history that can develop as they mature.

ICT

More able learners in ICT may display a selection of the following characteristics:

• Use and learn about ICT hardware and software quickly, confidently, efficiently and independently
• Demonstrate ICT capability significantly above that expected for their age
• Use ICT to support their studies in other subjects
• Use their skills and knowledge of ICT to solve problems, design information systems and suggest improvements to existing systems
• Consider the limitations of ICT tools and information sources
• Consider social, economic and ethical issues raised by the use of ICT
• Consider the purpose for which information is processed and communicated, and how the characteristics of different kinds of information influence its use
• Use initiative to exploit the potential of more advanced features of ICT tools and skills,

e.g. coding
• Explore independently beyond the given breadth of an ICT topic
• Develop systems that meet personal needs and interests
• Grasp and premeditate structures, for example structures in data and directories
• Intrigued, rather than frustrated, by problems; show tenacity and creativity when solving them
• Inclination and ability to help others, e.g. explaining the logic of required steps
NB: Many learners may enter school with well-developed skills and knowledge in aspects of ICT. Some may have skills and knowledge in more advanced aspects, including coding. Teachers should be aware of this and provide opportunities for their further development and application.

Mathematics

More able learners in mathematics may display a selection of the following characteristics:

• Rapid and sound memorisation of mathematical material
• Learn and understand mathematical ideas quickly
• Reason logically: can verify, justify and prove
• Work systematically and accurately
• More analytical
• Recognise patterns easily and see the formal structure of a problem in a way that leads to ideas for action
• Use mathematical symbols accurately and confidently as part of the thinking process
• Make jumps in reasoning
• Think flexibly, adapting problem-solving approaches
• Demonstrate curiosity and enthusiasm for mathematical problems
• Make connections between the concepts they have learned
• Can take a creative approach to solving mathematical problems
• Reverse their direction of thought – may work backwards and forwards when solving a problem
• Communicate their reasoning and justify their methods
• Sustain their concentration throughout longer tasks and persist in seeking solutions
• Enjoy working at increased depth
• Adept at posing their own questions and pursuing lines of enquiry
• Take delight in numbers and use them in other areas of the curriculum, e.g. storytelling
• Enjoy mathematical puzzles and problems
NB: Some learners who are highly able in mathematics perform at levels that are unusually advanced for their age. It is recommended to challenge the pupil with broad but

challenging enrichment and extension activities, rather than accelerate through the curriculum.

Modern foreign languages

More able learners in modern foreign languages may display a selection of the following characteristics:
• Early awareness of the second language as a separate system
• Curiosity about how language works
• Ability to extrapolate general rules from samples
• Ability to pick up new language and structures quickly
• Ability to make connections and classify words and structures, e.g. to help them
• learn more efficiently
• Ability to identify, memorise and reproduce new sounds
• Strong desire to put language together by themselves
• Creativity and imagination when using language
• Desire to ask further questions and seek solutions
• Awareness and use of a range of strategies for learning
• Intense interest in the cultural features of the language studied
• Ability to transfer skills across and to other languages
NB: Becoming a competent and independent language learner is a process which develops alongside intellectual maturity and familiarity with the language and culture. Linguistic development is also very dependent on input and opportunity.
Bilingualism may or may not indicate exceptional aptitude in language learning, but taking account of learners' experience and expertise in another language (e.g. home language) is an important factor in planning and in building confidence and motivation.

Music

More able learners in music may display a selection of the following characteristics:

• Captivated by sound and engage fully with music
• Select an instrument with care; may be unwilling to relinquish the instrument
• Find it difficult not to respond physically to music
• Memorise music quickly, without any apparent effort
• Able to repeat more complex rhythmical and melodic phrases given by the teacher
• and repeat melodies (sometimes after only one hearing)
• Sing and play music with a natural awareness of the musical phrase; the music makes sense

• Particularly sensitive to melody, timbre, rhythms and patterns
• Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
• Show strong preferences, single-mindedness and a sustained inner drive to make music
• Have the motivation and dedication to persevere and practise; show a commitment to achieving excellence
NB: Pupils more often show their musical talent through the quality of their response than the complexity of their response. Musical quality is very difficult to define in words, as music is a different form of communication from language. Therefore, musical talent is at least as much about demonstrating a higher-quality response within levels as about attainment at higher levels. Musical talent can be seen at every level of attainment. Those with a high ability in music show a particular affinity with sound. This type of ability is sometimes difficult to identify, especially when it is not combined with more general ability. Aptitude in music may reveal itself early given the right conditions, but can also remain hidden if a pupil has had limited encouragement or opportunity. Teachers may encounter pupils whose musical skills and performance are developed to such an extent that it is difficult to provide for them in the everyday classroom – as well as pupils in whom abilities of great promise are merely latent, and who need intensive and focused development of skills.

Physical education

More able learners in physical education may display a selection of the following characteristics:

• Use the body with confidence in differentiated, expressive and imaginative ways
• Good sense of shape, space direction and timing
• Movement is fluent and can be elegant
• High degree of control of their body; good control of gross and fine body movements and can handle objects skilfully
• High degree of motivation and commitment to practice and performance
• Use technical terms effectively, accurately and fluently
• Able to analyse and evaluate their own and others' work, using results for self-improvement
• High level of understanding of principles of health-related exercise and their application in a variety of activities
• Particularly high levels of fitness for their age
• Specific strengths in particular areas, e.g. games or dance
• Able to perform advanced skills and techniques and transfer skills between activities

• Good decision makers; able to take the initiative; demonstrate autonomy, leadership and independence of thought
• Able to reflect on processes and outcomes to improve performance
• Take risks with ideas and approaches
• Show perseverance and commitment
• Involvement with a range of related extracurricular activities
• Understand the need for effective coaching
NB: In addition to the above characteristics, specific sports and physical activities will have their own list of skills and abilities.

Science

More able learners in science may display a selection of the following characteristics:

• Aware of how the context influences the interpretation of science content
• Recognise patterns and relationships in science data
• Can hypothesise/predict based on valid evidence and draw conclusions
• Decide quickly how to investigate fairly and manipulate variables
• Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
• Recognise and process reliable, valid and accurate data; can explain why data is unreliable, invalid or inaccurate
• Inquisitive about how things work and why things happen
• Good observational skills
• Enjoy talking with the teacher about new information or ideas
• Think flexibly, generalise ideas and adapt problem-solving approaches
• Ask many questions
• Enjoy logical reasoning
• May be able to miss out steps when reasoning
• Strive for maximum accuracy in measurements of all sorts
• Use advanced and extensive vocabulary, including the use of appropriate language from other areas of the curriculum such as mathematics
• Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
• Extremely interested in finding out more about things around them
• Read widely on science or science fiction
• Have scientific hobbies and/or members of scientific clubs and societies
• Able to sustain their interest and concentration and go beyond an obvious answer with greater depth

• Able to evaluate findings and think critically; can be self-critical
• Easily bored by over-repetition of basic ideas; may approach undemanding work casually and carelessly
NB: Learners who are more able in science can show intense interest in one particular area of science, sometimes to the exclusion of other topics.

Renzulli's Three Ring Conception of Giftedness

Renzulli's 3-Ring Conception of Giftedness

The top 15-20% within any domain.

Above Average Ability

Creativity

Gifted Behaviour

An individual's original and interesting thinking, curiosity, willingness to take risks, and openness to new ideas.

An individual's focus, perseverance, dedication, self-confidence, and ability to carry out work.

Task Commitment

"History does not remember persons who merely scored well on IQ tests" (Renzulli, 2005, p. 256).

Sources Cited: (Kaufman & Sternberg, 2008; Missett & McCormick, 2013).