

# CROSFIELDS SCHOOL

## **Curriculum, Teaching & Learning, and More Able Learners Policy**

<b>Policy Owner:</b>	Deputy Head Academic
<b>Approved by:</b>	Head
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## 1. Curriculum

**Reference Documents/Websites:** The Crosfields vision, mission (the school aims) and values (on school website and app).

This policy lays the foundations for the whole curriculum, both formal and informal and, along with our Mission, 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 pupil 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 and documents:

- Special Educational Needs and Disabilities (SEND) Policy
- 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
- The school Vision, Mission, and Values

- 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 pupil 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.
- 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/Curriculum Leads 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 pupils** 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.

## The School Curriculum

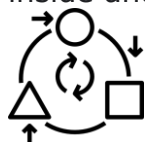
1. The curriculum is broad and balanced, offering rich and varied opportunities for the development of academic interest and intellectual curiosity.
2. The co-curriculum offers a wide range of enriching, enjoyable and challenging activities, which stimulate and develop the interests of each child, and promote a healthy lifestyle.

We provide a sound foundation for all pupils in a warm and friendly environment. We aim to maintain a high academic standard but also to encourage pupils to make the

most of all the opportunities 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 vision, mission and values and it is the responsibility of the staff to provide opportunities for pupils to develop these qualities through their teaching.

### The Crosfields Learner Profile

At Crosfields, we want our pupils to **ASPIRE** 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 pupils 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 pupils with an enthusiasm and commitment to lifelong learning.
- Provide opportunities for teachers to be innovative and for pupils to develop creativity.

The school curriculum will:

- Provide a broad and balanced education, which prepares for national assessments and give pupils 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 pupils for life in British Society. Enable pupils to become effective learners by developing critical and independent learning skills.
- To provide pupils with experience in linguistic, mathematical, scientific, technological, human, and social, physical and aesthetic and creative education.
- Allow pupils and pupils 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 pupils to allow all groups to learn and make progress (including those with special educational needs, disabilities or whose first language is not English)

### **Breadth**

The breadth of the curriculum will allow pupils to have contact with different elements of learning (e.g. knowledge, concepts, skills and attitudes) and the different areas of learning including 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 pupil progress over their whole curriculum.

## 2. More Able Learners

### Introduction and Philosophy

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

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

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.

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; and ensuring that all pupils are challenged and continue to advance in their learning.

### Leadership

There are two Head of More Able Learners roles, one in the Juniors and one in the Seniors. It is the responsibility of the Head of More Able Learners (Juniors and Seniors) in conjunction with the Deputy Head Academic to set the vision and direction for more able learners and communicate this with stakeholders.

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.

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.

### Definition of More Able Learners (MAL)

Crosfields follows the National Association of Able Children in Education (NACE): guidelines in terms of defining more able learners.

#### **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

### **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

#### **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

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).

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

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.

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.

## Identification

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

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.

Heads of Department and subject teachers are invited to submit names of those pupils 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.

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

Heads of Department and subject teachers are encouraged to speak to pupils 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.

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.

## MAL curriculum

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

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 pupils
- 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 pupils; 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.

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).

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.

### Enrichment opportunities

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

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.
- 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.

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 part in performances (e.g. school play, LAMDA), sports activities, community and other projects

## Tracking and assessment

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

## Personal, social, and emotional support

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.

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
- Pupil leadership and voice offers opportunities for peer support
- Partnerships with parents will support personal, social and emotional support

## Partnerships

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.

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.

## Professional development

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

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

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.

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.

### 3. Teaching and Learning

At Crosfields School, we are committed to fostering an inclusive and dynamic learning environment where every pupil can thrive. Our teaching and learning policy is designed to support the holistic development of each child, ensuring they achieve their full potential academically, socially, and emotionally. We believe in a pupil-centred approach that encourages curiosity, creativity, and critical thinking. By promoting a culture of continuous improvement and collaboration, we aim to equip our pupils with the skills and knowledge necessary to navigate an ever-changing world with confidence and resilience.

We place a strong emphasis on evidence-informed practice and the principles of cognitive science. Our teaching strategies are grounded in the latest research, ensuring that our methods are both effective and innovative. By integrating insights from cognitive science, we aim to enhance our pupils' learning experiences, making education more engaging and impactful. This commitment to evidence-based approaches allows us to continually refine our practices, fostering an environment where both pupils and teachers can excel.

## Teaching and Learning Framework

The Teaching and Learning Framework defines a collective vision amongst staff of what constitutes excellent teaching and learning. The framework aids teachers in planning effective strategies for their lessons to ensure learning is accelerated across the curriculum. At Crosfields, the curriculum is broad and balanced, offering rich and varied opportunities for the development of academic interest and intellectual curiosity.

### **Framework Strands**

**Adaptive Teaching:** Lessons are rigorously planned and appropriately scaffolded to present challenge to pupils at all levels. Teachers effectively use resources, support staff and technology to provide exceptional learning experiences for pupils.

**Marking and Assessment:** Formative and summative assessments are used effectively to encourage pupils to reflect on their own success and used by teachers to aid planning.

**Creativity:** Teaching is highly effective, adapting to pupils' needs and responses during lessons, while also embracing opportunities for digression and creativity encouraging learners to develop critical and independent learning skills.

**ASPIRE:** Teachers foster the development of a growth mindset in pupils, encouraging them to ASPIRE to be the best versions of themselves, both academically and personally. Pupils are "ready to learn", engaged, supportive and inquisitive.

**Numeracy, Literacy, Oracy and Technology:** Teachers support pupils in developing crucial skills of literacy, oracy, numeracy and use of digital technology.

**Reflection- CPD:** Teachers critically engage and reflect on their own teaching practice and subject knowledge ensuring the whole school is a learning organisation.

## Improving Teaching and Learning

Teaching and Learning is woven into all CPD at Crosfields. The Professional Development Review (PDR) process now has the Teaching and Learning Framework at its core with teachers identifying objectives linked to the strands.

Teaching and Learning Teach Meets now occur during the regular Monday Meeting CPD and these are also linked to the framework strands. Overview Learning Walks at the SLT/SMT level will occur in the week preceding the Teaching and Learning Teach Meet, further embedding the emphasis on the framework strands. The Book Look pro-forma will also use context specific language linked to the framework.

## Curriculum Review and Planning

Heads of Department and Curriculum Leads meet with the Director of Studies, Deputy Head Academic, and Assistant Head Academic each half term to review and plan the curriculum and to track progress. Regular full curriculum reviews take place, the last of which being in the 2024-25 academic year.

## 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.

## Presentation of written 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 pupils to recognise work that is presented to a high standard.
- To ensure each pupils 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. Pupils 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 pupils 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 Pupils

- 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 21<sup>st</sup> September 2025 (the short version may be used in maths books 21.09.2025). 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.
- Pupils 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 pupils 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 members of 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.



## Appendix B

### Renzulli's Three Ring Conception of Giftedness

