

Curriculum Policy

Abbotsholme provides: part and full-time education for children aged 2-4 in the Pre Prep department; and full-time education for pupils aged 4 to 18.

The school believes in providing an education for the ‘whole person’. We aim to give pupils a broad and balanced curriculum that includes experience in the following areas: linguistic; mathematic; scientific; technological/digital; physical; human and social; aesthetic and creative; and economic. We also include in our curriculum subjects that other schools call ‘extra-curricular’, such as outdoor education and work on the farm and estate.

The school continually strives to reassess the curriculum to ensure provision is appropriate for all pupils’ needs and is appropriate to the school’s ethos.

Broad Aims of the Curriculum

- Educate people for life beyond university and ensure they are ready for the responsibilities and experiences of adult life.
- Enable pupils to make informed choices about each stage in their education and enter their chosen university, college or work place.
- Offer a choice of traditional and vocational subjects.
- Provide adventure inside and out of the classroom.
- Allow subjects to be taught in small classes.
- Ensure all pupils follow a broad and balanced curriculum.
- Provide a variety of activities to interest and challenge pupils.
- Provide a variety of activities which encourage and allow pupils to think and learn for themselves.
- Encourage all pupils to achieve and try to exceed their academic potential through support and subject matter appropriate to their age and aptitudes.
- Enable all pupils to develop their self-knowledge, self-esteem and self-confidence.
- Treat each pupil as an individual and, wherever possible, try to accommodate individual children’s needs.
- Allow children to be happy in their work.
- Give pupils space and time to grow emotionally and academically.
- Enable all pupils to distinguish right from wrong and respect others.
- Enable pupils to respect their own and others’ cultures.
- Encourage pupils to respect the rule of law.
- Encourage pupils to have mutual respect and tolerance of all.
- Develop a culture of service.
- Provide inclusive education for pupils with SpLD, EAL and those with an Education and Health Care Plan/Statement.
- Enable pupils to develop strong skills in speaking, listening, literacy and numeracy.
- Prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society including an understanding of the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.

The Curriculum

Early Years Foundation Stage

The Pre Prep Department is made up of two classes: age 2-3 years (nursery) and 3-4 years (Pre-school). Within both classes the children are given the opportunity to explore and learn through play in both indoor and outdoor learning environments.

The overall aim of the EYFS is to provide a preparation for life. Learning and development is implemented through planned, purposeful play and a mix of adult led and child initiated activities, taking into account the Characteristics of Effective Learning.

The Prime Areas are: Personal, Social and Emotional Development; Communication and Language; and Physical Development.

The Specific Areas are: Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.

During the Reception year there is a gradual shift towards more adult led activities to prepare for more formal learning in Year 1.

The Early Learning Goals and assessment requirements are fulfilled, including the progress check for children aged between two and three years (2014 Statutory Framework). The teachers and children make considerable use of whole school facilities.

Prep

Key Stages 1 and 2

The Prep School broadly follows national curriculum requirements but is not constrained by these. In academic terms this means that Literacy and Numeracy are taught every day. The remaining subjects, Science, Life Religion and Citizenship (LRC), History, Geography, Digital Learning, Music, Art, PE, Games and Modern Languages, are taught throughout the week, ensuring that each individual receives a broad, balanced and relevant education. All pupils will receive horse-riding lessons, cookery, and additional sport and have regular access to the farm and estate on a rotation as part of their Outdoor Education.

Year 1 and Year 2 (Key Stage 1) are taught most subjects by their class teacher. Other subjects, like Music and PE and Games are taught by specialist teachers. The pupils have access to the whole school facilities and resources, which provide many opportunities for enhancing their learning experiences.

In Key Stage 2 pupils are taught many subjects by their class teacher. They use Senior School facilities with specialist teachers for certain subjects, such as Art, Modern Languages, Music, Drama, PE, Games, Outdoor Education, Farm, Equestrian and Science (Years 5-6 only).

Curriculum work is carefully differentiated to meet the needs of all pupils within the class and the school estate is used extensively to enhance learning and bring the curriculum content alive and relevant to everyday skills. Any Learning Skills lessons are arranged in accordance with individual pupils' timetables.

Individual pupil progress is carefully monitored through the use of regular summative assessment by class teachers and formative assessment using BASE in Reception and InCAS in Years 1-6.

Senior School

Key Stage 3

Abbotsholme broadly follows the requirements of the National Curriculum at Key Stage 3 but enhances the academic provision by covering supplementary topics, which stimulate interest and enhance learning. English, Mathematics and Science are taught as core requirements. All pupils in Key Stage 3 are taught Geography, History, Art, Music, Life Religion and Citizenship (LRC), Digital Learning, CDT, Cookery and Drama. In addition, there is a significant time commitment to PE and Games, the farm, the estate and to Outdoor Education.

French is taught in all years whilst Spanish is introduced as a second language in Year 8.

There is a programme of 'life skills' as part of the Abbotsholme Expectations (AX) programme.

Any Learning Skills lessons are arranged in accordance with individual pupils' timetables

Key Stage 4 (GCSE)

At GCSE level, Abbotsholme provides a variety of courses, which allows a wide breadth of study.

All pupils take a core of English Language and Literature (apart from Set 3), Mathematics and Gateway Science, covering the key elements of Biology, Chemistry and Physics. Each of these subjects is taught in sets, enabling pupils to progress at a pace which is most appropriate to them.

Beyond this, there is a range of optional subjects: Art, Business Studies, Environmental and Land Based Science, French, Geography, History, Music, Drama, Physical Education, Spanish Technology: Product Design and Food Preparation & Nutrition. Pupils normally opt to take four of these subjects. For appropriate students, separate sciences are available at GCSE, allowing for the completion of an extra GCSE. In addition, all pupils attend lessons in Games, Physical Education, Digital Learning (Year 10 only) and Life Religion and Citizenship (LRC).

Any Learning Skills lessons are arranged in accordance with individual pupils' timetables, which may result in a slightly reduced number of GCSE options. Pupils for whom English is an additional language take an IGCSE in English or an equivalent course, depending on ability.

There is a programme of 'life skills' as part of the AX (Abbotsholme Expectations) programme. This includes careers education and team skills.

Year 11 also have extensive tutorial time which allows for life skills, careers and social issues to be pursued, alongside other tutorial work.

Sixth Form AS/A2

In the Lower Sixth, students typically choose three or four A level subjects but there is flexibility. They also take part in Games classes. Subjects offered include: Art, Biology, Business Studies, Chemistry, English Literature, French, Geography, History, Mathematics, Further Mathematics, Music, Music Technology, Photography, Physics, Spanish, and Technology (Product Design) and Theatre Studies. Additional courses include the BTEC National Awards Level 3 in Agriculture, Sport, Hospitality and Catering and Outdoor Education. British Horse Society stage exams are also available. Not all of these courses are offered every year; the final package offered depends on projected take-up. Courses not

currently running are: French, Theatre Studies (in Lower Sixth) and Music/Music Technology (Lower Sixth).

Any Learning Skills lessons are arranged in accordance with individual pupils' timetables.

Overseas students are prepared throughout the Sixth Form for a variety of English Language qualifications including the IELTS examination, which is recognised as a qualification for entry into UK universities.

The Sixth Form also have extensive tutorial time which allows for life skill and careers information as well as individual tutorial time.

Wednesday Activities

For senior pupils, Wednesday afternoon is devoted to two activity sessions. Pupils choose which activities they wish to do, subject to availability. There are many choices available, such as:

Art Coursework	Equestrian	Horticulture
Basketball	Farm	Italian Club
Bee-keeping	Fashion and Textiles	LAMDA
Ceramics	Fencing	Land Army
Clay Pigeon Shooting	Fishing	Music Individual Practice
Climbing	Fitness Unit	Outdoor Club
Dance	Football	Robotics
Electric Car	Hockey	Rugby
Video game development	Yoga, Meditation and Relaxation	Study session

Literacy, Numeracy and ICT

The development of literacy, numeracy and ICT is the responsibility of all teachers. Each department is asked to use every opportunity to encourage, support and extend pupils' use of literacy, numeracy and ICT skills. Opportunities also exist within the enrichment and Abbotsholme Expectation programmes, Drama, LRC and Chapel presentations, for such skills to be extended.

Personal Social Health Education/LRC

Abbotsholme believes in preparing life beyond school. A comprehensive programme is delivered throughout school in timetabled lessons, tutorials, and through cross-curricular and extra-curricular links. The programme reflects the school's aims and ethos, encouraging respect for other people with regard to the protected characteristics set out in the 2010 Act. We aim to develop positive values and a moral framework that will guide decisions, judgements and behaviours. Giving pupils' confidence and promoting their self-esteem is paramount, so that they value themselves and others, respect each other as individuals and learn how to form safe, healthy and positive relationships. All pupils are also encouraged to develop well-balanced, healthy and safe lifestyles.

Life Religion and Citizenship (LRC) lessons

- Lessons in PSHE (Life), Religious Studies & Moral Issues and Citizenship are taught to pupils in Years 1-10 each week.
- Lessons in Key Stages 1 and 2 are delivered by their classroom teacher, whilst Key Stages 3 and 4 are delivered by a specialist teacher.
- Core themes are developed within and between each key stage, building on previous knowledge whilst developing new skills and understanding.

Abbotsholme Expectations (AXs)

Pupils in Key Stages 3 and 4 receive themed units of work in a rotational programme of Life Skills.

- Year 7 – Human Rights & Money; Round Square Ideals
- Year 8 – Risk; First Aid
- Year 9 – Crime & Punishment; Farm Estate and Equestrian; Personal Careers and Finance
- Year 10 – Teamwork; Public Speaking
- Year 11 – 7 Habits; Personal Finance

Tutorials

- An extensive programme has been designed to link what is being covered in LRC to what is being discussed by tutors.
- Pupils meet with their tutors daily, to be registered and for any pastoral needs to be met. They also have two tutorial periods per week which are dedicated to pastoral matters, careers education and PSHE.
- Pupils in Year 11 follow a specified LRC programme in a 'super-tutorial period' within the timetable, delivered by tutors.
- Pupils in the Sixth Form also have an extended programme.

Other subjects delivering related material

- Food Technology is taught in curriculum time, is an option on Wednesday afternoons and as an examined subject.
- Other aspects of PSHE education are reinforced in other subjects such as Digital Learning, Physical Education, Mathematics, OED, Science and Business Studies.
- Trips, workshops and outside speakers are arranged to support the curriculum.
- All boarding pupils received instruction in using microwaves, washing machines, laundry etc.

Physical Activity

As a part of developing the whole person, physical activity is a major part of school life. We aim to help pupils (and staff) establish and maintain a lifelong habit of physical well-being.

Physical activity:

- Increases capacity for learning.
- Lays foundations for health and well-being.
- Allows the development of skills.
- Develops teamwork and leadership skills.
- Promotes positive experiences.
- Allows pupils and staff to have shared experiences.

Physical activity involves PE, Games, outdoor pursuits and active hobbies, estate work, gardening, cycling and riding. Physical activity involves both competitive and non-competitive sport. It is a compulsory part of the curriculum. It is also available on a voluntary basis in the evenings and at weekends.

All the school (staff and pupils) take part in an annual three day hike (two days for Prep Department). Pre Prep pupils take extended walks and activity around the school estate and all pupils except Year 11 and the Upper Sixth Form take part in 4-5 day summer camps (Prep Department have three-day camps). There are regular outdoor and sports development clubs available to all.

The facilities of the 130+ acre estate are open to all. Tutors monitor the progress and involvement of all pupils.

Lessons

All lessons follow a sequential spiral scheme of work to teach skills, knowledge, motor skill, self-management skills and positive values. They are taught by well qualified, well prepared staff, making effective use of school resources.

Other Physical Activities

A wide range of physical activities is on offer (see Wednesday Activity List). Every pupil has the opportunity to participate, regardless of ability. All activities are supervised by capable staff.

Pupils are not deprived of physical activity as a punishment nor are physical activities used as a punishment.

Access to sport and recreational areas are permitted most of the time, dependent on health and safety considerations.

Careers Education

Careers education and an appreciation of the world of work are important to the development of the whole person and preparation for life. In line with the school ethos the careers education programme is designed to enable the pupils to know themselves and how their strengths, weaknesses and interests relate to the world of work and to the choices they make at each stage of their school life. The pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, with no favouritism or bias towards one particular education or work option or another. This enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. Stereotyping is avoided so that boys and girls from all backgrounds consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

At the heart of our careers education are two psychometric tests, one taken in Year 9, testing interests and personalities, then another in Year 11 testing interests, personality and aptitudes. From this all students receive a tailor-made careers report based on their responses, which forms the basis for further research, interviews, tutor-led activities and support. All students are recommended to complete at least one work placement in the school holidays; additionally, Year 9 students complete one day of work experience in the summer term.

Aims of the Careers Education Programme

1. Careers guidance to help pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into the world of work. Individual or group discussions with an objective and impartial advisor who can work with the pupil towards reaching their educational and career goals will be offered.
2. Careers information: Accurate, comprehensive and accessible information is available in the Careers Library to help pupils make well informed and appropriate career choices and decisions.
3. The development of occupational awareness.
4. Advice and support at key transition points. The support provided aims to enhance awareness of self, occupation and opportunity. The awareness of the consequences of choices and the implications for transition are considered at the following stages:
 - a. Year 9 – GCSE/BTEC options.
 - b. Year 11 – Sixth Form, college, employment or apprenticeships.
 - c. Year 13 – University, employment, apprenticeship or a gap year.
5. Identifying skills for employability. We aim to foster self-reliance, people skills and interpersonal communication, general employment skills such as time management and financial management and specialist skills such as IT skills.
6. Community Interaction. Pupils' interactions with the local wider community have a significant influence on their preconceptions about the world of work and their decision making. We aim to promote this through Duke of Edinburgh, Round Square, the Careers fair and work experience placements.

Programme of Activity for Year 8 to Year 13

Year	Theme	Detail
8	Self-Development	Students take part in six short activities which are linked to the six different career themes (Doing & Implementing, Thinking & Investigating, Creating & Expressing, Communicating & Helping, Persuading & Influencing and Planning & Organising).
	Career Exploration	Students rank the six activities from least enjoyable and challenging to most. This will give them an idea on what sort of jobs they could be interested in.
	Career Management	Tutors then allow students to research different careers linked to their top three career themes.
9	Self-Development	Students complete the psychometric test, 'The Career Investigator', testing personality and interests through an online questionnaire. Students also attend one day of work experience in the summer term.
	Career Exploration	From their tests, students receive a comprehensive report linking their personalities to the six career themes. Time will be allocated for students to read through their reports and click on the links for different jobs to explore recommended careers. Tutors review the reports with their students to ensure they understand how to use the suggestions effectively.
	Career Management	Career interview with Head of Careers, discussing possible career paths and what GCSE options they are interested in and whether they lead well into their chosen career themes. These are broad, general discussions allowing the students plenty of flexibility in case they change their minds.
10	Self-Development	In the summer term, students complete an online psychometric test, 'Futurewise'. This not only tests their interests and personalities but also their aptitude. From this a careers report is generated.
	Career Exploration	Students are given time in tutorials and in 'AX' lessons to read through, select and research the links suggested to them. Time within tutorial will be allocated for further research and discussion with tutors on their potential options and ideas.
	Career Management	Students are then to have a careers interview with the Head of Careers in their own time to discuss potential careers and pathways at the end of Year 11.

Year II	Self-Development	<p>Students follow the Futurewise lesson plans which are uploaded onto the Careers Firefly page. Including:</p> <p>L1 – Getting Started – recap and further introduction into student career reports and the Futurewise website.</p> <p>L2 – Profile Development – recap on the student’s abilities and interests within their reports.</p> <p>L3 – Career Research – Research and rank careers using the Futurewise report and website.</p> <p>L4 – My CV & Employability – Students are guided through the stages of creating an effective CV again, in conjunction with the Futurewise website.</p> <p>L5 – Research Subjects – Students use the Futurewise website to help them plan what subjects they would like to study at KS5.</p> <p>L6 – Higher Education Courses – Students are given the opportunity of easily researching courses which they might want to study at university.</p> <p>L7 – Writing an Effective Personal Statement – Students are taken through the first stages of creating a personal statement by using the Futurewise website.</p> <p>L8 – Planning a Gap Year – Students login in to the Futurewise website to see how to plan an effective gap year.</p>
	Career Exploration	<p>Students attend the Skills Show at NEC, Birmingham in an attempt to broaden their thinking. Tutors work with students to complete the above lessons, aiding them in making decisions on career paths and ideas. Students take part in the Employability Skills activity presented by ICAEW.</p>
	Career Management	<p>Students have an interview with ISCO representative to review their reports and career ideas. All interviews should be recorded and stored on the shared area for future reference by Head of Careers and Tutors.</p>
Sixth Form	Self-Development	<p>Managing expectations. Target grades. Time management. Revision aids. Tutor, subject teacher and Head of Sixth Form</p>
	Career Exploration	<p>Through one to one interviews with careers advisor, subject teacher or Head of Sixth Form, explore careers options/alternative routes/gap year.</p>
	Career Management	<p>UCAS Personal statements, references, target grades.</p>

Timings of Careers Education:

Year		Autumn	Spring	Summer
Year 8				Introductory activity into the six career themes.
Year 9		<p>The Career Investigator – psychometric test.</p> <p>Review of careers report with Tutors.</p> <p>Interview with Head of Careers on report and potential GCSE options.</p> <p>Copy of all information sent home.</p>	GCSE Options – further interviews and guidance if required	'Go to Work with Parents Day' – one day of work experience.
Year 10				<p>Futurewise – psychometric test.</p> <p>Review of careers report with Tutors.</p> <p>Interview with Head of Careers.</p> <p>Copy of all information sent home.</p>
Year 11		<p>Tutorial activities completed with Tutors.</p> <p>Careers interview with independent Careers Advisor.</p> <p>Attending NEC Skills Show.</p>	<p>Employability Skills presentation and activities from ICAEW.</p> <p>Continuation of tutorial activities.</p>	Exams and advice on results day.
Sixth Form		<p>Careers interview with independent Careers Advisor.</p> <p>UCAS introduction.</p> <p>Help with UCAS, Personal Statement, References and Target Grades.</p>	<p>Help with UCAS, Personal Statement, References and Target Grades.</p> <p>Career interviews with Head of Careers. Referred via Tutors and</p>	Career interviews with Head of Careers. Referred via Tutors and Head of Sixth Form.

		<p>Further psychometric tests if required.</p> <p>Career interviews with Head of Careers. Referred via Tutors and Head of Sixth Form.</p>	<p>Head of Sixth Form.</p>	
--	--	---	----------------------------	--

Supportive Education

Abbotsholme School is committed to offering an inclusive education, to ensure the best possible progress for all pupils whatever their needs and abilities. The school will use its best endeavours to identify and provide for all its pupils. Close pastoral care and the personal experience of teachers is used to identify pupils who may need a challenge or who are experiencing difficulties.

Pupils with English as an Additional Language.

If a pupil has English as an additional language they will be supported by the classroom teachers to develop their acquisition of the language. They will receive specialised English teaching by a qualified EAL teacher. The school will also encourage other pupils, for whom the first language is appropriate, to support. The Head of English, along with the specialist EAL teacher, will have an overview of the pupil and give advice to staff as appropriate. Specialist lessons and specific events are provided.

Pupils are accepted into all years within the school, provided they have reached an appropriate level of English to access the curriculum. Programmes may be individualised to accommodate specific requirements.

Pre A level pupils have been accepted into the school on a new course designed to help improve their level of English to a standard that will enable them to access AS courses after a year. They benefit from specific tuition to improve their English, as well as Maths lessons and other subject-specific lessons. Their timetable is tailor-made to allow them to attend some lessons in their chosen subjects when they progress into the Sixth Form.

Entry Requirements

Entry requirements are based on ability rather than age as this allows pupils to progress together and access other courses as they reach the required standard of English.

If a pupil is at A2 level they can enter Year 9. This includes those pupils who may be the age for Year 10, but need an additional year in school to improve their level of English to access the GCSE curriculum (effectively the first year of their 3-year GCSE programme). These pupils would receive additional EAL support, a combination of specific English tuition and additional support in other subjects.

If a pupil is at level B1, they can enter Year 10. Where necessary, pupils will follow 3 option subjects and receive additional support in the other block. This would need to be timetabled as an option.

If a pupil is at level B1 AND 16 years old, they can enter the pre-A level course. Pupils will follow an intensive English course, with some additional lessons in Maths, Games, Activities, and subject specific lessons according to their chosen subjects for subsequent study. During the year, they would take EAL examinations to confirm progress, and possibly a GCSE in their own language. If a pupil does not achieve the required standard of English they would be expected to continue on the pre A level course. It is unlikely that a pupil starting at A2 level would be able to progress sufficiently in a year to achieve level B2.

If a pupil is at level B2+ AND 16+ years old, they can enter Lower Sixth for a 2-year course. It would be assumed that such pupils would be aiming for entry to a British university and, as such, would be expected to attend EAL lessons to study for the IELTS, or equivalent, qualification.

Most Able Pupils (MAPs)

General Principles

At Abbotsholme, we are committed to meeting the needs of every pupil at the school and believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical or creative, and find appropriate challenge in our learning environment.

The school is well-regarded for its approach to personalised learning and it is this that underpins our teaching and makes it effective. That said, there are a number of pupils at the school for whom in order to meet their potential, we provide additional support and enrichment.

Most Able Pupils (MAPs) are defined as: pupils who achieve very highly compared to their year group, or have the potential to do so. These pupils are called Academic MAPs. We identify, register and make provision for MAPs and in so doing also strive to give pupils the opportunity to access a forum and enrichment activities, and benefit from more enhanced differentiation in their lessons. The list of MAPs is not static. It is reassessed continually, based on MidYIS/Yellis and Alis scores, at the beginning of each key stage in the Senior School.

Ability is not confined to academic subjects, but extends to art, sport and some pursuits not offered in school (although the onus to develop such abilities would generally rely on outside agencies). Pupils who have the potential to achieve very highly in these areas are recognised as Talented MAPs and may have also a learning need if they are missing an amount of schooling.

In the Prep School, MAPs will be monitored by the Head of Prep and provision will be made for them before MidYIS assessments in Year 7. The Head of Prep will liaise with the MAPS Co-ordinator with regard to their progression. Standardised assessment data will be gathered throughout EYFS, Key Stage 1 and 2 through the use of 'BASE' and 'InCAS' assessments.

Identification

Academic MAPs will be identified as those achieving an overall score of above 125 on baseline tests (InCAS/MidYIS/Yellis/Alis). Some pupils may be included who have a high score, but where one component is significantly depressing their overall score, to below the 125 threshold. In this case, further information will be sought and investigated by the MAP Coordinator.

Talented MAPs are identified through nomination by any member of staff, after learning about significant outside achievements, such as sporting or artistic, which would normally have been recognised at national or international level. This may mean that a pupil may have to miss a significant amount of schooling.

Timeline

Identification will happen in October of each year, following receipt of baseline test data. This assessment occurs at the beginning of Key Stages 3, 4 and 5; however, pupils joining mid-year will be included in the next assessments.

Pupils may be added at any stage, following referral and screening in Learning Skills by the MAP coordinator. This may happen if staff become aware of a new pupil's capabilities.

Provision

The needs of MAPs are met through a diverse range of channels:

- Normal lessons, through enhanced differentiation.
- Departmental enrichment.
- School enrichment activities.
- External agencies which support MAPs.
- Inter-school contacts and events, including MAP lunches.

Accountability & Monitoring

The **MAP Coordinator** will be responsible for the following:

- Register pupils and maintaining the MAPs register.
- Coordinate lunch meetings, activities and enrichment opportunities.
- Liaise with Heads of Departments over MAP activities.
- Forge and maintain links with outside agencies.
- Attend programmes of continued professional development with regard to MAPs.
- Update the MAPs policy annually.
- Advise colleagues as to how they can enhance the learning of all pupils.
- Mentor MAPs when appropriate.
- Monitor/audit the provision for MAPs. Evaluate progress made by those on the MAPs register.

Heads of Department contribute to the provision of MAPs in the following way:

- Incorporate provision for MAPs in the departmental handbook and schemes of work.
- Provide enrichment for MAPs at departmental level.
- Ensure members of the department are aware of the MAPs register and how to improve differentiation in lessons to better accommodate MAPs needs.
- Have knowledge of how MAPs are progressing in their subject area.

Teachers are expected to:

- Ensure they are aware of who the MAPs are in their lesson, consulting the MAPs List and make records of this in their registers.
- Differentiate work in lessons to meet the needs of MAPs, incorporating and having at the forefront of their lesson planning, activities and strategies that stretch and challenge.

Tutors are expected to:

- Be aware of the MAPs they have in their form group.
- Have an overview of their progress academically, but bear in mind the need not to use a pupil's MAP status as a weapon to use against a pupil, for example in expressing disappointment over poor effort.
- Notify the MAP Co-ordinator, should a pupil's attainment across a wide number of subjects be disappointing, for their ability level.
- Provide encouragement, support and praise for the progress and achievements of and MAPs, alongside their other tutees.

Summary

By formally identifying MAPs and encouraging provision for their needs, we strive not just to meet the needs of this relatively small number of very able pupils; we also aim for the wider school community to benefit, whether through pupil mentoring, or through participation in engaging lessons in which thinking skills have been promoted.

Pupils with Specific Learning Differences

In its ethos 'education for the whole person' the school believes that all children have ability in some area and will work to find this strength, and to give support and stretch a child appropriately. Abbotsholme pupils who require special provision whether for a specific learning difficulty or for a specific talent will be provided with the provision to support their need.

Class work is differentiated and there is setting in some subjects. An individual child may be detained or accelerated a year if indications are that this will be beneficial to the pupil. Senior pupils may have a reduced or expanded subject load.

Each department must recognise and identify pupils who are especially talented or gifted in their area and put in place work and experiences to stretch the individual. Departments in their meetings will discuss the provision.

Provision and time is given for pupils who are talented and time away from school to take part in training, competition and events is allowed and monitored.

Learning Skills Department

In the Learning Skills department, we offer support to a wide range of pupils with specific learning differences, and act as a resource centre for all pupils who may need some support with their learning. This may be a Sixth Former who needs a little more advice or an able, gifted or talented pupil who wishes to access resources or pupils lower down the school that may need help with coursework. Some pupils in the Prep School attend for additional support for literacy and numeracy not because they have a specific learning difference but to provide the extra reinforcement to get them on the right track when they are at a crucial stage in their learning. Other pupils may just want to work in the Department knowing there is someone who can help if need be, or because it is a facility that can offer an environment that may be more conducive to their learning.

Learning Skills is staffed by teachers whose specialist training is in the field of specific learning differences. We provide support for children who have Specific Learning Differences. The comorbidity of dyslexia with other learning differences means that we support pupils who may also have dyscalculia, dyspraxia, auditory processing disorder or specific language impairment.

The majority of the pupils we support are dyslexic. Dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes numeracy. Dyslexic learners may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn effectively in a busy classroom. They are also key skills for life.

Staff are always encouraged to seek advice about possible referrals to the department. If we acknowledge that our children are learning differently rather than that they have a difficulty, we place the emphasis on how all lessons are planned, resourced and taught. Good multi-

sensory teaching is accessible to all. It improves the learning of all pupils, not just those who learn differently.

Even though the pupil does learn differently, that pupil may still have a persistent difficulty, for example when their oral work is not reflected in their written work. As specific learning differences are constitutional in origin, teaching 'harder' will not change this; teaching differently will. We need to remember, 'if they don't learn the way we teach them, we must teach them the way they learn.'

There is no stigma attached to having a Specific Learning Difference at Abbotsholme. In line with the school's ethos, we look to the strengths in our pupils, so self-esteem and confidence are raised accordingly.

Support is provided in small group or in rare cases individual classes. If withdrawal is needed it is generally from one or both languages or by reducing options in Year 10 and 11. One lesson per week is compulsory for all diagnosed Sixth Form pupils; however, many access more time in the department.

In view of the numbers of pupils within the school with SpLD and the provision made, the expertise of staff and a wide range of differentiation strategies used in the normal classroom, the planning of subjects within departments, the need for Individual Education Plans (IEPs) is reduced. IEPs record what is additional or different to the normal differentiated classroom. Where IEPs are used they are discussed by the Learning Skills department for the specific targets/ needs. The IEPs will be reviewed at least annually and then pupils will be aware of the plan and targets.

Statutory Statement of Special Needs/EHC

Abbotsholme has a limited number of pupils with statements/EHCP from an LEA. These pupils are admitted to the school after careful consideration to ensure the needs of the pupil and the requirements of the statement can be met. The pupil needs to function within a normal classroom and take full part in the Abbotsholme curriculum.

All pupils will have targets set at the annual review in conjunction with the LEA and parents. The review will focus on what the pupil has achieved as well as the difficulties that need addressing. The annual review at Year 6, 9, 11 will focus on transition to the next stage of education and involve LEA Careers Guidance at the end of Key Stage 3 and 4.

Specific Learning Differences (e.g. dyslexia, dyscalculia and dyspraxia)

Pupils with Specific Learning Differences (e.g. dyslexia, dyscalculia or dyspraxia) receive tuition that is arranged to suit individual needs and timetables.

If a pupil has a full statement/Education, Health and Care Plan (EHC) from a Local Education Authority the school will look carefully at the requirements. If it is able to meet the requirements of the statement and the pupil is also able to access the whole Abbotsholme curriculum the school will offer a place and provide the support in line with the statement. The school will draw up a plan, set targets and review annually with the LEA, external agencies and parents.

Pupils are not regarded as having a learning difficulty solely because their home language is different to that which they are being taught in.

The provision for SpLD students is a matter for the whole school, needing a whole school response.

The school makes an audit of its training needs for all staff and regular SpLD inset is a feature of professional development of all staff. Particular support is given to NQTs and new members of staff. NQTs are expected to spend at least one lesson per week working/observing in the Learning Skills department.

The way in which the school meets the individual needs of all pupils has a bearing on the nature and frequency of the additional help required by SpLD pupils. Central to the effective teaching is a continuous cycle of planning, teacher assessment and evaluation taking into account the wide range of abilities, aptitudes, interests and learning styles of all pupils. The majority of pupils will learn and progress within this; however, pupils with SpLD may require specific, structured and cumulative literacy and numeracy support in addition.

Entrance to the School

The school accepts pupils with a SpLD if it feels the student can benefit from and make a positive contribution to the life of the school. The pupil must be able to cope with the demands of the whole Abbotsholme curriculum and the specialist staff in Learning Skills must be able to provide the specialist support the pupil requires.

Pupils entering the older years in the Prep School and pupils entering the senior school will have also been assessed by an educational psychologist.

Other pupils may be identified after entry, this is based on

- Teacher observation and assessment.
- Evidence from descriptors.
- Standardized screening.
- Pupil's progress.

The response to a pupil's needs is at 5 stages. It is a graduated response.

Stage 1: The classroom teacher is monitoring the pupil's current progress

Stage 2: The classroom teacher is providing differentiated work and will adopt a graduated response to meeting a pupil's needs via classroom resources and the expertise of the teacher

Stage 3: The Head of Learning Skills will consider all the information and arrange for an assessment for the pupil within the department. In some cases an educational psychologist will be involved. The pupil will then receive specialist support in Learning Skills as it has been identified that interventions and strategies are needed in addition to or different to those provided as part of the usual Abbotsholme differentiated curriculum.

Stage 4: Outside agencies are involved e.g. Autism Outreach, Speech and language therapists.

Stage 5: The pupil is in receipt of a Statement of SEN or EHC from an LEA. The statement usually implies that the pupil is receiving support at least at stage 3 or above.

Equality Opportunities & Diversity Policy

This is a whole school policy and applies to all members of the school including EYFS.

All pupils will be treated fairly and have equal opportunity to develop their full potential in education, work and leisure. The progress and well-being of every child is important; all members of the community are valued. The school encourages respect for other people with regard to the protected characteristics set out in the 2010 Act. We will not tolerate discrimination on the grounds of ability, age, disability, ethnicity, gender and sexual persuasion. We expect all pupils and staff to avoid any behaviour which makes another person or group of people feel unaccepted, uncomfortable or vulnerable.

The ethos of the school emphasises mutual respect and the school Behavioural Charter expects everyone to promote and support an environment where all members of the community feel safe, happy and secure. We want everyone to maximise their potential and be valued for the contribution they make. Everyone is important as an individual, is respected and valued for who they are and what they can offer and accepts that other people have differences and contributions to make.

Inappropriate attitudes and practices will be challenged and school sanctions will apply.

We welcome children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others. All Abbotsholmians will be treated equally, irrespective of their or their parents' race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status.

We expect all of our pupils to attend chapel and assemblies, which are an integral part of school life. All Abbotsholmians must be in sympathy with the school's aims and policies.

Aims

- We aim to 'educate the whole person' allowing all pupils to achieve. Each pupil has access to the whole curriculum.
- We value everyone as an individual. We recognise all pupils are different.
- We want all pupils to have high expectations.
- We want all our pupils to have self-confidence and high self-esteem.
- We promote and value diversity and difference.
- We want all pupils to recognise and value differences between themselves.
- We recognise that there is diversity in the learning and characteristics of all pupils.
- We strive to meet every pupil's learning needs, enabling all pupils to achieve their potential in all areas of the curriculum.
- Each pupil should experience different learning and teaching styles to maximise achievements
- Each pupil should be prepared for life in a multi-cultural society and be encouraged to bring their experiences into school life
- Pupils are encouraged to challenge prejudice.
- The promotion of partisan political views is not allowed and where political issues are brought to the attention of pupils they are offered a balanced presentation of opinions and views
- We stand against all forms of discrimination. We support all pupils by equal opportunities and fair treatment.
- We provide an environment where discriminatory attitudes and behaviour are challenged.

- We educate and give awareness of issues to reduce and eradicate prejudice.
- We recognise in our pupils, teachers and teaching the contribution made by all and avoid reinforcing stereotypical views.
- We provide role models.
- All subjects are available to all pupils.
- All subjects reflect the interests of all pupils. Staff should encourage all pupils to be equally involved in lessons.
- Abbotsholme has internationalism as one of its Round Square Pillars. We are a multinational and multi-cultural community
- We accept the cultural identities of all.
- We prepare pupils for living in multi-cultural society.
- We promote an understanding of different cultures, both in class and in school life.
- We provide a curriculum which emphasises positive aspects of all cultures.
- Schemes of work will recognise the importance of contributions made by different cultures.
- Pupils are encouraged to share their own experiences.
- All stereotypical language and views will be avoided. Work will be reviewed with this in mind.
- We take action immediately when discriminatory behaviour is suspected. Discriminatory behaviour is not acceptable. If suspected help and support will be given to both victims and perpetrator. Parents will be informed and there is a structured punishment (see bullying).

Teaching Policy

The Abbotsholme Academic Charter: A statement of principles for Teaching, Learning and Assessment.

Abbotsholme provides an environment in which each pupil's academic progress and achievement is nurtured, fostered and celebrated, alongside wider areas of development and achievement.

Teachers are responsible for: providing stimulating and challenging lessons; enabling pupils to make good and demonstrable progress; and ensuring that pupils are clear on their direction, current position and next steps in their learning.

This is to be achieved by fulfilment of the following key principles:

1. The classroom environment is welcoming, safe and purposeful, based on mutual respect, allowing each pupil to flourish.
2. The learning aims and criteria for success are made clear.
3. Lesson and homework activities of appropriate challenge promote thinking, understanding and progress.
4. Pupils are enabled and encouraged to participate in lessons and inspired to engage with their learning.
5. Pupils are provided with opportunities and skills to work collaboratively and to work independently.
6. The needs of individuals are known and met through effective differentiation.
7. Assessment, marking and feedback (by teacher, peer and pupil) provide pupils with a clear understanding of where they are and what is needed to make further progress.
8. Key skills (such as numeracy, literacy and ICT skills) and moral values are developed.
9. Attainment is regularly assessed against clear criteria and progress is recorded and monitored.
10. Progress, attainment and next steps for learning are effectively communicated to parents.

The Nature of Teaching

The teaching at School:

- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- Fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
- Involves well planned lessons and effective teaching methods, activities and management of class time.
- Shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.
- Demonstrates good knowledge and understanding of the subject matter being taught
- Utilises effectively classroom resources of a good quality, quantity and range.
- Demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

- Does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; and the protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010.
- Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Teaching Styles

- Staff are aware of the importance of a variety of experiences/activities in a lesson.
- Staff will encourage development of higher order skills, and encourage pupils to formulate questions and seek answers for themselves.
- Entitlement of access to a whole course is fostered, through delivery, resources, setting and schemes of work designed to satisfy the needs of pupils of all abilities. Although parents can withdraw children for certain elements of PSHE they are not allowed to withdraw from a core subject.
- Progression within a course of study: Schemes of work contain a spiral/progressive element so much revisiting occurs.
- Special Educational Needs: All members of staff are aware of pupils on the special register and ensure that appropriate tasks, resources and support are available. They will modify the scale and extent of tasks to ensure pupils designated as 'gifted' will be appropriately challenged. For the less able, further support and resources are available.
- Pupils for whom English is a second language are accepted into school and quickly attain a level of understanding and fluency to make normal classroom communication possible. All teachers will make every effort to ensure equality. EAL classes and support are available.
- **Differentiation is achieved by:** Resources, Tasks, Response, Support, Group structure. An important pre-requisite of good differentiation is an accurate knowledge and understanding of individuals.
 - **Resources should have:** appropriate readability, be easy to use, well designed, have variety, show planned progression and have study skills built into the schemes.
 - **Tasks should be:** varied, matched to ability, structured, identify possible outcomes, match pupils' interest and allow for a degree of choice.
 - **Response:** content, objectives and assessment criteria should be clear and an atmosphere of discussion and trust should reflect what the pupil has achieved in relation to the pupil's previous achievements.
 - **Support should come from:** other adults and pupils, teachers in class and own time, from appropriate resources and from praise and celebration of achievement.
 - **Group Structure:** Classes are small so there is flexibility in group and individual work.

Pupils diagnosed with specific learning differences and EAL are provided for

Policy Reviewed September 2016