

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 (KS1) 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 KS2 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

At Abbotsholme we want our pupils to achieve the best they possibly can, stretching each individual, inspiring young minds and giving our pupils an education for life.

The Abbotsholme curriculum prepares pupils for the challenges and opportunities which lie ahead, through a broad range of academic experiences which deliver a wide-ranging set of values and skills suitable for the world in which they live.

Whilst we take into account the requirements of the National Curriculum, we are not restrained by following it to the letter. Our curriculum is enriched by the emphasis placed on creativity and by offering additional experiences in Outdoor Education, Agriculture and Performing Arts. From conservation to lambing, raft-building to climbing, performing in a packed theatre to singing in four-part harmony, our pupils receive an all-round education, which is nurtured, fostered and celebrated.

For those pupils who have specific learning differences, tuition is provided in place of a language.

Key Stage 4

Pupils in Key Stage 4 (Years 10 and 11) follow a common core curriculum and then choose from a range of subject options. All pupils take GCSEs in English, Mathematics and Science. Pupils continue to be set for core subjects according to ability. All other subjects in Year 10/11 are taught in mixed ability groups according to option choice.

Pupils may choose to study Science (gaining two GCSEs in Science) or they may choose Triple Science (as an option choice) and to study Physics, Chemistry and Biology for an award of three GCSEs.

Non-GCSE subjects taken by all pupils are PSHE, Physical Education and Games.

Please see the GCSE option booklet for subject specific information.

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 sport sessions. Pupils choose which activities they wish to do, subject to availability. There are many choices available, such as:

Hockey	Football	Fitness
Shooting	Equestrian	Badminton
Table tennis	Electric car	Running
Fencing	Outdoor Education	

Activities

There are activities periods at the end of each day where there are a wide variety of activities on offer. Some possible choices are:

Show choir	Maths workshop	Make your own book
Archives	Knitting club	Homework club
Drones	Climbing wall	Documentary club
Horse car/equestrian	Young Farmers	Colour me calm
Production rehearsals	Photography	Learning Skills
Private reading	Art	Farm

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 activity programmes, Drama, PSHCE and Chapel presentations, for such skills to be extended.

Personal Social Health Education

Abbotsholme believes in preparing for 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.

PSHCE lessons

- Lessons in PSHE, 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.

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.

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 L6 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.

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.

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.

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 usually 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.