Ackworth Howard C of E School

Educating for 'life in all its fullness.'

Delivering the Curriculum Policy 2021-2022

ACKWORTH HOWARD POLICY
DELIVERING THE CURRICULUM

'Providing opportunities for growth in mind, body and spirit.'

Delivering the Curriculum Policy	
Date Approved by Governors	**Review Date**
4.10.21 (SDC)	September 2022

Curriculum Vision

Our mission is to ensure that the message of living life to the full, of loving and of learning permeate all we do in school. And to be encouraged by the language of our vision which speaks of developing the whole child through opportunities to develop the mind body and spirit ensuring confidence, growth, transformation and community, all essential qualities in enabling people to flourish – both adults and children!

Educating for 'life in all its fullness.'
Providing opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)

Mind
High expectations and aspirations in all areas of school life create an inspirational learning environment where knowledge is acquired through discovery. Creativity, the development of academic habits and skills, and broadening children's hopes and aspirations help to engender an enjoyment for learning and secure excellent pupil outcomes. Learners are well prepared for any future path they choose.

Body
Safety and wellbeing of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become the best versions of themselves within an accepting and understanding community.

Spirit
Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. Our school values of Compassion, Forgiveness, Friendship and Trust are embodied in our nurture and encouragement of all.

Curriculum Vision

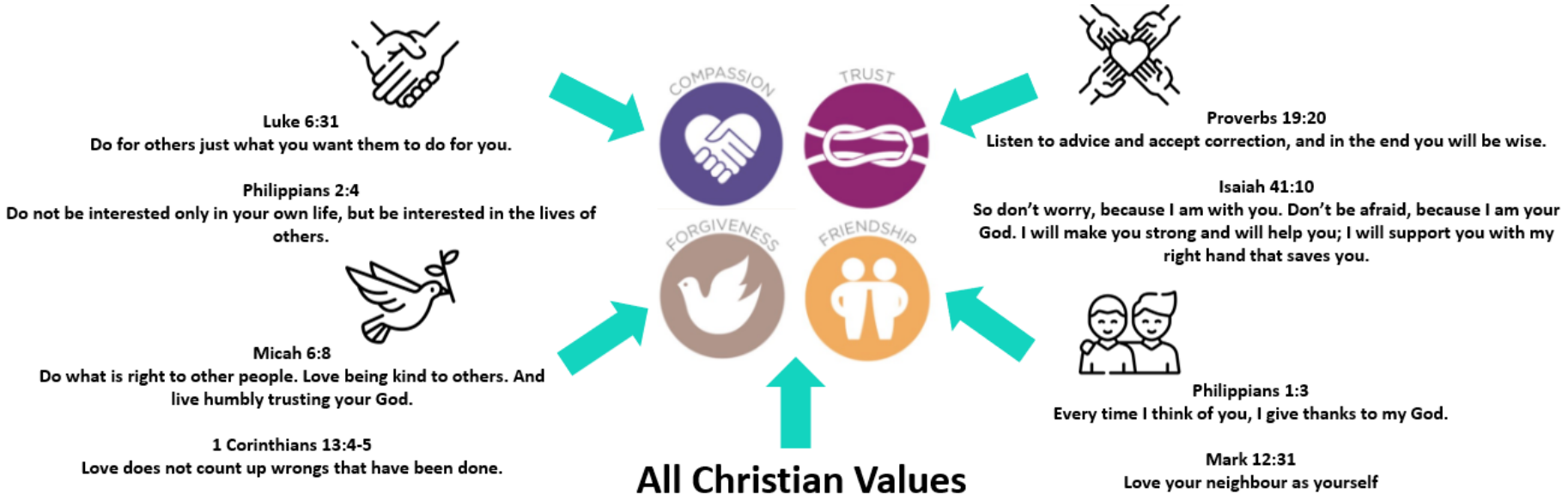
Theological Underpinning of the Vision:
As a Church of England school, the school mirrors the church's vision for an education which promotes 'life in all its fullness' (John 10:10). Its core purpose is to educate the whole child; uniting excellence and academic rigour with spiritual, social, moral and cultural development - enabling every child to flourish.

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body and spirit. Jesus is the good shepherd and inspires us in our purpose of striving to provide wisdom, guidance, restoration and comfort just like the loving shepherd. Offering protection and educating against dangers, ensuring positive global citizens and the safety of all God's children.

In this verse, Jesus says he has come 'in order that you might have life - life in all its fullness' it's a reminder that it is possible for us to know a full life, in which we know the security of being in the hands of the good shepherd. 'I am the good shepherd; I know my sheep and my sheep know me.' (John 10:14).

Another way of expressing the idea of life to the full is to ask yourself what's God's story for your life? As educators we understand the importance of our role in facilitating their journey in this stage of God's plan for them.

Jesus said 'Let the children come to me, Do not stop them. For the Kingdom of Heaven belongs to such as these' (Matthew 19:14). In saying this Jesus highlights the special place of children and their insight into the Gospel message. Children see what adults have become blind to, therefore have great gifts to offer. We see this in our school community time and time again: in the insight and wisdom of the children, their ability to see what we don't and we have to become like them to gain their wisdom.



A Broad and Balanced, Local Curriculum

Our definition of 'The Curriculum' is all the activities that we plan, organise and deliver in order to facilitate the development of our pupils, their learning, their personal growth, their spiritual development and an understanding of British values. Whilst our curriculum includes the formal requirements of the National Curriculum, it also aims to provide a range of experiences to enhance and enrich learning and development for all in relation to our school setting and local area. We broaden children's horizons through 'character education' and 'social actions' which we believe are essential in instilling the values we hold dearly.

Early Years Foundation Stage (EYFS)
Our Nursery and Reception classes follow the framework laid down in the EYFS statutory framework which aims to support children's development in seven areas of learning and development.
The three prime areas are:
Communication and language
Physical development
Personal, social and emotional development

There are also four specific areas through which the prime areas are strengthened and applied:
Literacy
Mathematics
Understanding the world
Expressive arts and design

The EYFS is underpinned by four overarching principles which acknowledge that each child is a unique and constant learner and needs to grow and develop through forming positive relationships in an enabling environment. In addition, children develop and learn at different rates and thus the framework supports the learning of all children including those with special needs and disabilities.

In Early Years we plan our environment to support our chosen topic. Our thematic approach allows children to explore links across the curriculum; enhancing and exciting their learning. (Mind)

The learning environment allows children to access the curriculum in a safe and supported manner. The environment reflects the current needs of the children and constantly adapts to ensure it meets their ever changing needs. (Body)

In Early Years, our curriculum values and promotes all areas of learning, cradling and nurturing all talents; art, sport, mathematics and literacy. (Mind)

A Broad and Balanced, Local Curriculum

Key Stage 1 and Key Stage 2
As the children progress through the school, the subject areas of the National Curriculum become more distinct. Religious education and worship in assemblies are an integral part of the children's experience and school life.

The school's defined essential knowledge, which is deeper and broader than the National Curriculum expectation, is taught coherently across all subjects. Reading is key to the curriculum offer and underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects.

At the heart of the curriculum are a core set of threads, underpinned by our P4C approach, all of which ensure the development of socially aware citizens who engage with the wider world and the issues within it: Diversity, Values and Perceptions, Social Justice, Health and Wellbeing, Resilience and Aspirations. Character development punctuates this curriculum.

The curriculum is tailored to meet the needs of our pupils specifically incorporating: purposeful and rich links to local heritage and community, research based pedagogy and in depth knowledge of the school's setting.

This culminates in children who know more, remember more and can do more, ready to experience 'life in all its fullness.'

All developments in relation to teaching and learning are underpinned by current research.

Guided by our vision, we have developed a curriculum that is well sequenced, coherently planned and builds upon the crucial knowledge, understanding and skills that pupils must learn.

Reading is key to the curriculum offer and underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects.

Reading

Reading is a gateway into unfamiliar places, other people and alternative experiences. There are three aspects to reading in our school: the first is the teaching of reading which is delivered through high quality phonic lessons and the use of engaging and stimulating reading books which are closely matched to the children's phonic knowledge. Reading comprehension is explicitly taught through regular one to one reading, guided reading groups and daily whole class reading lessons using the reading VIPERS as a vehicle to enable children to deepen their understanding and interrogate texts. The second is reading in subjects beyond English and the third is reading for pleasure.

Research in cognitive science suggests that the brain does not make a distinction between reading about an experience and actually encountering it in real life; in each case, the same neurological regions are stimulated. At the Howard School we are strong believers in the 'power of the book,' of children building a sustained relationship with a text over time and coming to understand its perspective and modes of narration, and how they shift. Only by glimpsing these changes and variations as part of a sustained relationship between reader and text can children really learn.

We opt for books of substance. One of the strongest drivers of reading ability is prior knowledge: once pupils are fluent decoders, much of the difference among readers is not due to whether you are a good or bad reader. Much of the difference among readers is due to how much knowledge they have. At Ackworth Howard we use drama and speaking and listening activities such as hot-seating and Conscience Alley to enable the children to explore texts and deepen their knowledge and understanding of the written word whilst experience days linked to class texts allow pupils to develop and extend their knowledge and understanding of vocabulary. Teaching content is teaching reading and our curriculum is designed for this.

Opportunities and expectations for reading are high at school to ensure we are able to build knowledge and vocabulary. Reading builds knowledge and as a by-product, pupils enjoyment. Studies show that there is a high correlation between reading for enjoyment and educational success. We aim to provide a vibrant and stimulating reading environment both inside and out of the classroom which engages the children and fosters a love of reading.

Our reading ambassadors are enthusiastic readers themselves who lead by example and promote a reading culture within school, listening to children read, recommending books and taking responsibility for the running of the school library. We actively encourage children to support their peers and reading buddies across school support and encourage developing readers.

Pupils have the opportunity to read widely across the range of curriculum subjects which is fundamental to growing knowledge, vocabulary and ideas. The Howard School library, School's Library Service and carefully selected topic boxes provide stimulating texts to develop their reading and understanding and regular book fairs and themed days encourage the children to read a wide range of literature.

Reading is key to the curriculum offer and underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects.

Teachers take responsibility for planning and developing reading for pleasure which complements more formal approaches to the teaching of reading. The Howard School Reading Spine ensures that children have access to a wide and varied range of texts as they progress through school. Teachers effectively use their wider knowledge of children's literature and other texts to enrich children's experience and pleasure in reading, let children control more of their own reading and exercise their rights as leaders. They make time and space for children to explore texts in greater depth; share favourites and talk spontaneously about their reading.

Teachers engage in their own reading of children's literature to develop their own subject knowledge and are encouraged to talk about the materials they read. They are able to make recommendations and broaden the range of what the children would normally read. Platforms such as Epic Read provide online materials and individual class lists challenge the children to read a wide range of texts and genres.

Another aspect of reading for pleasure is being read to for pleasure. Children enjoy the experience of being read to by their teachers which helps children build an emotional relationship with books.

Our School Values

Our school values consist of two strands: Our Christian Values and our Global Citizen Threads.

Christian Values
Our core values of Friendship, Forgiveness, Compassion and Trust reflect the aspirations we have for each child, to inspire a high level of spiritual and moral reflection and to challenge our learners to take responsibility for their own actions. Christian values are inherent to all we do in school and the children are encouraged to live them through a range of vehicles.

Global Citizen Threads
At the heart of the curriculum are a core set of threads, all of which ensure the development of socially aware citizens who engage with the wider world and the issues within it: Diversity, Values and Perceptions, Social Justice, Health and Wellbeing, Resilience and Aspirations. Character development punctuates this curriculum.

Our Core Christian Values
Compassion
Forgiveness
Friendship
Trust

Our Global Citizen Threads
Diversity
Values and Perceptions
Resilience
Aspirations
Health and Wellbeing
Social Justice

Christian Values

Our aim is to provide a holistic curriculum that seeks to engage all aspects of the learner, including mind, body and spirit. Its philosophy is based on the premise that each person finds identity, meaning and purpose in life through connections to their local community, to the natural world and to Christian values. All essential qualities in enabling people to flourish – both adults and children!'

Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. The Christian values of COMPASSION, FORGIVENESS, FRIENDSHIP and TRUST empower learners to lead by example. Our inherent Christian values are the salient vehicle through which children will learn and achieve their potential developing their mind, body and spirit, moral, cultural and social understanding, preparing children for life in a modern democratic Britain and global society. Across all parts of the school, the curriculum vision and ethos are promoted, including the 'hidden curriculum.' It showcases the school's aims to Educate 'for life in all its fullness.'

Luke 6:31
Do for others just what you want them to do for you.

Philippians 2:4
Do not be interested only in your own life, but be interested in the lives of others.

Micah 6:8
Do what is right to other people. Love being kind to others. And live humbly trusting your God.

1 Corinthians 13:4-5
Love does not count up wrongs that have been done.

All Christian Values

Proverbs 19:20
Listen to advice and accept correction, and in the end you will be wise.

Isaiah 41:10
So don't worry, because I am with you. Don't be afraid, because I am your God. I will make you strong and will help you; I will support you with my right hand that saves you.

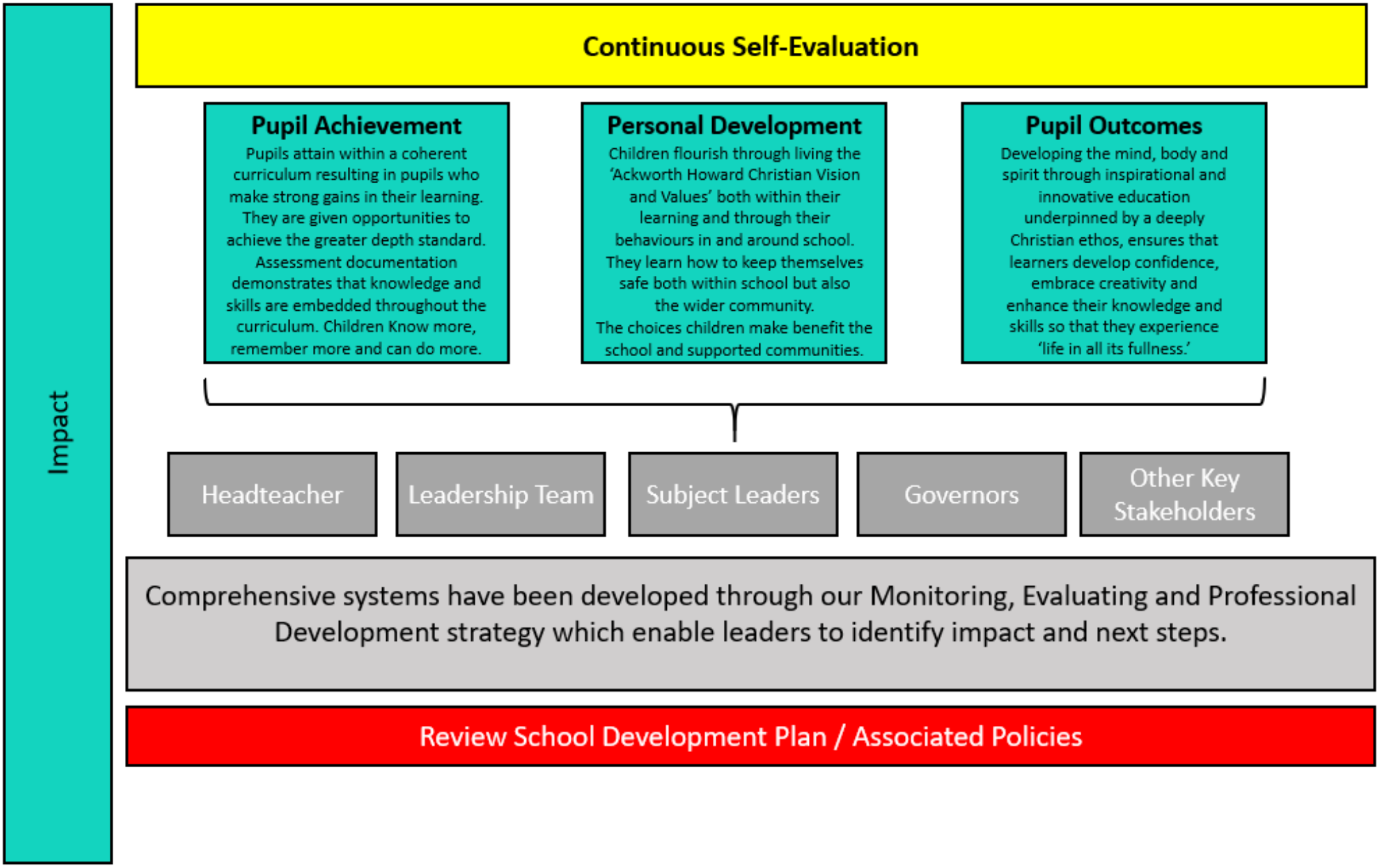
Philippians 1:3
Every time I think of you, I give thanks to my God.

Mark 12:31
Love your neighbour as yourself

Global Citizen Threads

Our aim is to provide a holistic curriculum that seeks to engage all aspects of the learner, including mind, body and spirit. Its philosophy is based on the premise that each person finds identity, meaning and purpose in life through connections to their local community, to the natural world and to Christian values. All essential qualities in enabling people to flourish – both adults and children!'

This is why we have developed 6 whole school threads that we believe enable pupils to become positive global citizens. Our curriculum is designed to put character education and PSHE at the very centre of what we do. The 6 threads are all characteristics of human beings who make moral informed choices and aspire to make a difference in the world. Interwoven with our PSHE scheme they provide opportunities for our pupils to broaden their understanding of global topical issues, help them understand the world and evaluate choices people make. These 6 threads also feed into our whole school reading spine.

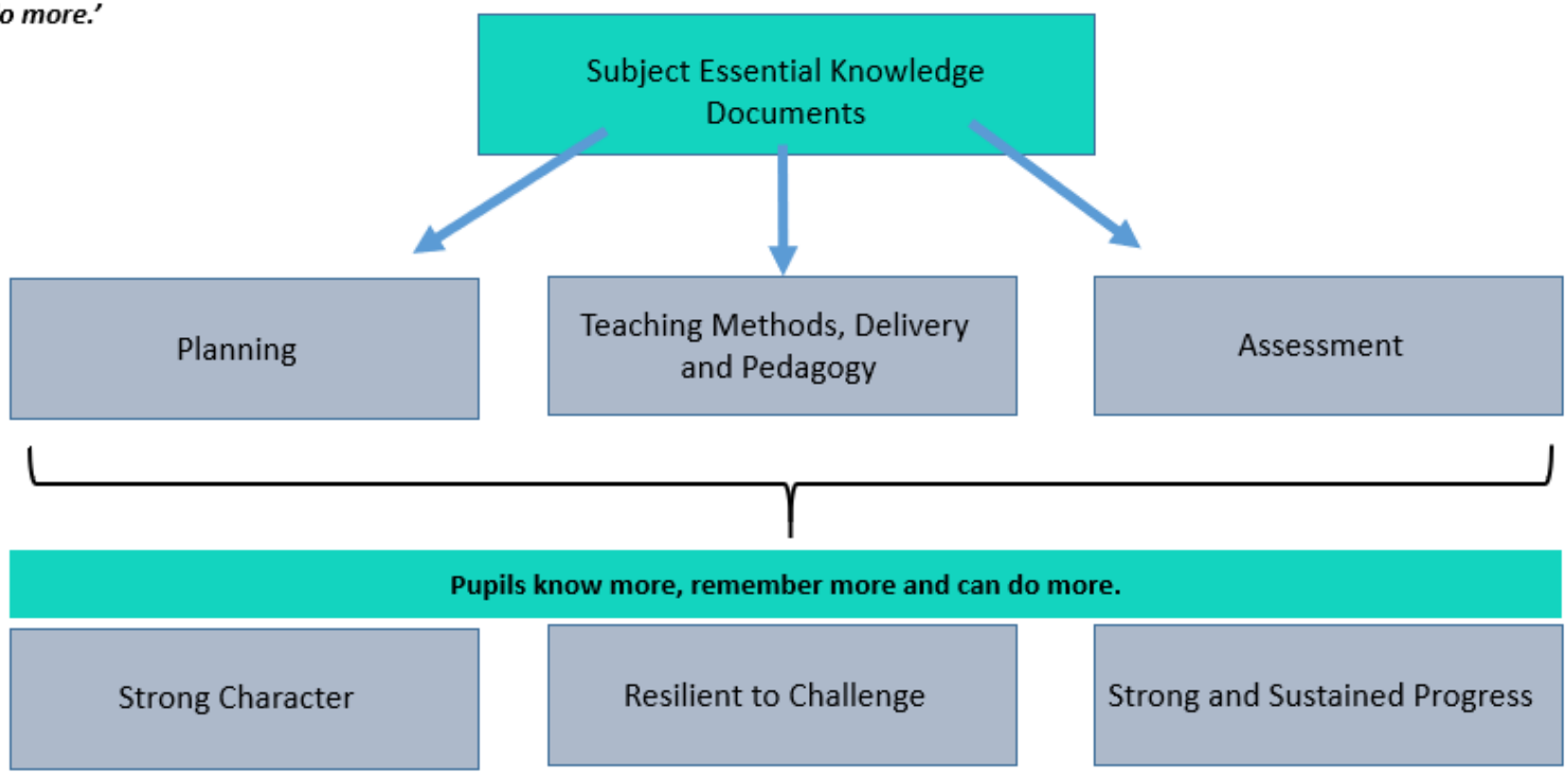

Impact
Continuous Self-Evaluation
Pupil Achievement
Pupils attain within a coherent curriculum resulting in pupils who make strong gains in their learning. They are given opportunities to achieve the greater depth standard. Assessment documentation demonstrates that knowledge and skills are embedded throughout the curriculum. Children Know more, remember more and can do more.
Personal Development
Children flourish through living the 'Ackworth Howard Christian Vision and Values' both within their learning and through their behaviours in and around school. They learn how to keep themselves safe both within school but also the wider community. The choices children make benefit the school and supported communities.
Pupil Outcomes
Developing the mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos, ensures that learners develop confidence, embrace creativity and enhance their knowledge and skills so that they experience 'life in all its fullness.'
Headteacher
Leadership Team
Subject Leaders
Governors
Other Key Stakeholders
Comprehensive systems have been developed through our Monitoring, Evaluating and Professional Development strategy which enable leaders to identify impact and next steps.
Review School Development Plan / Associated Policies

Intentions

Subject Knowledge Essentials

Using the national curriculum and our school vision and values, subject leaders have developed the 'Howard Knowledge Essentials,' criteria which we aspire for all our children to achieve during their time at Ackworth Howard. We strive for all children to leave our school equipped with the essential knowledge they need to succeed at secondary school and in future life. For each subject and year group a set of non-negotiables have been established to enable learners to sustain strong progress as they move through our school.

These knowledge essentials influence planning by the teachers and ensure that our children ***'Know more, remember more and can do more.'***



Implementation

Subject Planning

Long Term Planning

- Howard Subject Essential Knowledge Objectives
- Progression Maps with clear year on year progression of knowledge
- Mapped out long-term year plan with purposeful links
- Reading underpins the curriculum
- Character Development/SMSC/PSHE/Christian Values/Whole School Threads
- Our 50 things to do before leaving Ackworth Howard
- Attainment Targets

Medium Term Planning

- Unit Overviews and real world thread questions or debates.
- Essential Knowledge Planning
- Knowledge Organisers, key vocabulary and engaging learning environment
- Educational Visits, wider curriculum opportunities, visitors, worships
- Curriculum breadth and depth
- Planned assessment opportunities
- Inspire Mornings and Home Learning

Short Term Planning

- Quality First Teaching
- Precision Interventions
- SEND Provision
- Problem solving, challenge
- Building on prior learning and knowledge
- Challenging misconceptions, tackling stereotypes, introducing new skills
- Differentiation
- Feedback, Support, Scaffolding and Provision

Implementation

Lesson Delivery Framework

Metacognition and Self Regulation

Big Picture
Placing themes, lessons, knowledge and topics in context.

Daily Review
Brief review of learning covered in previous lessons.

Specific Vocabulary
Specific vocabulary used in key context and with meanings.

Specific Skills and Knowledge Applied
Application of newly taught specific skills and knowledge in task

Pupils Work Interactively
Independence, critical thinking, enquiry, skill development

Self and Peer Assessment
Provide opportunities for children to critically review their own work and that of others.

Individual Reflection
Reflecting on learners, identifying areas of improvement and things they have done well.

Attainment, Progress, Character Development

Children know more, remember more and can do more.

Using the cognitive load theory, we deliver learning in a way that ensures learning makes its way from working to long term memory. Through the big picture – worked examples support new learning. We use the 17 principles of effective instruction to guide the lesson ensuring maximum learning and engagement.

Enrichment

Each unit is improved with purposefully selected enrichment activities that can be planned by the teacher. These include visits, special occasions, events and activities.

Open Response Tasks

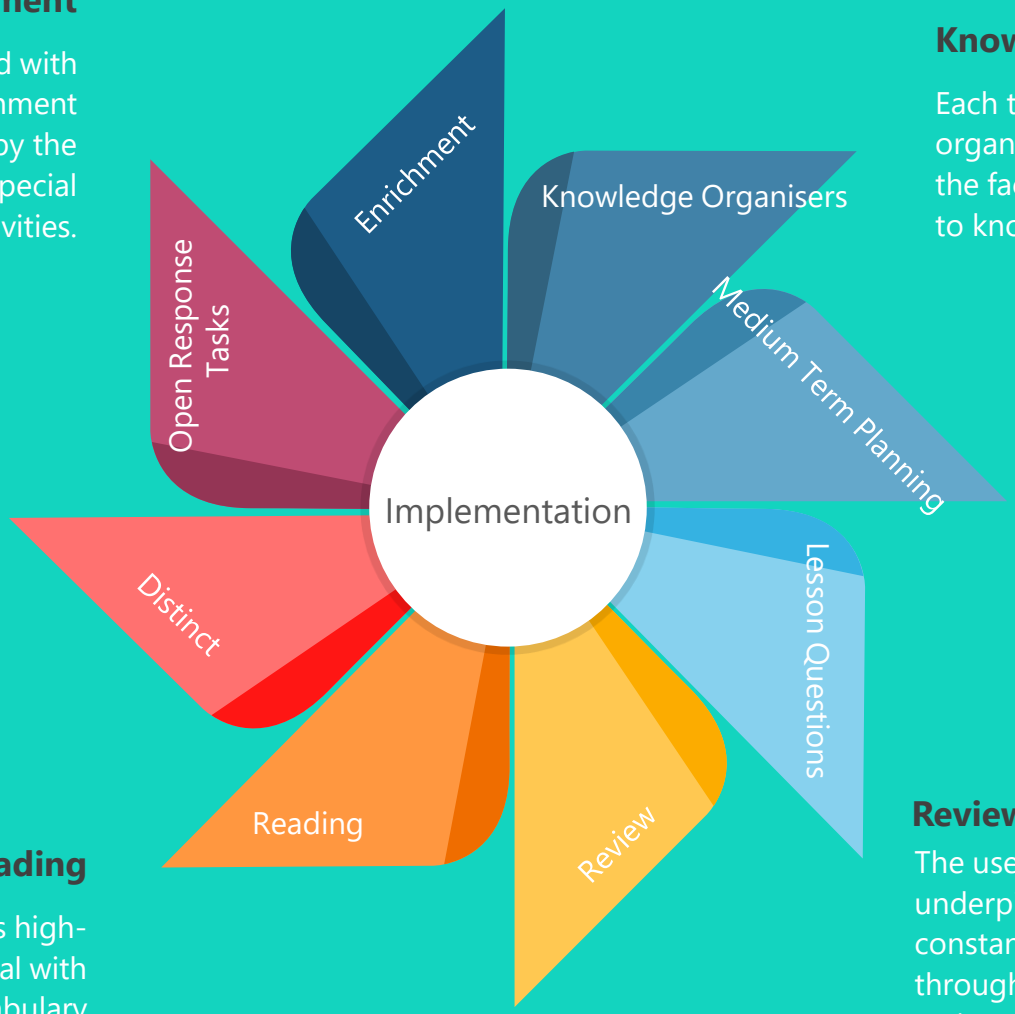
At the end of each unit, pupils undertake an open response task. This ensures that pupils are able to synthesise and elaborate on all of the knowledge that they have acquired throughout the unit.

Distinct

Subjects are taught distinctly and only where appropriate are meaningful links made.

Reading

Each lesson contains high-quality reading material with challenging vocabulary putting reading at the heart of the curriculum.



Knowledge Organisers

Each topic has a knowledge organiser which contains all the facts we want our pupils to know about a unit of work.

Medium Term Plans

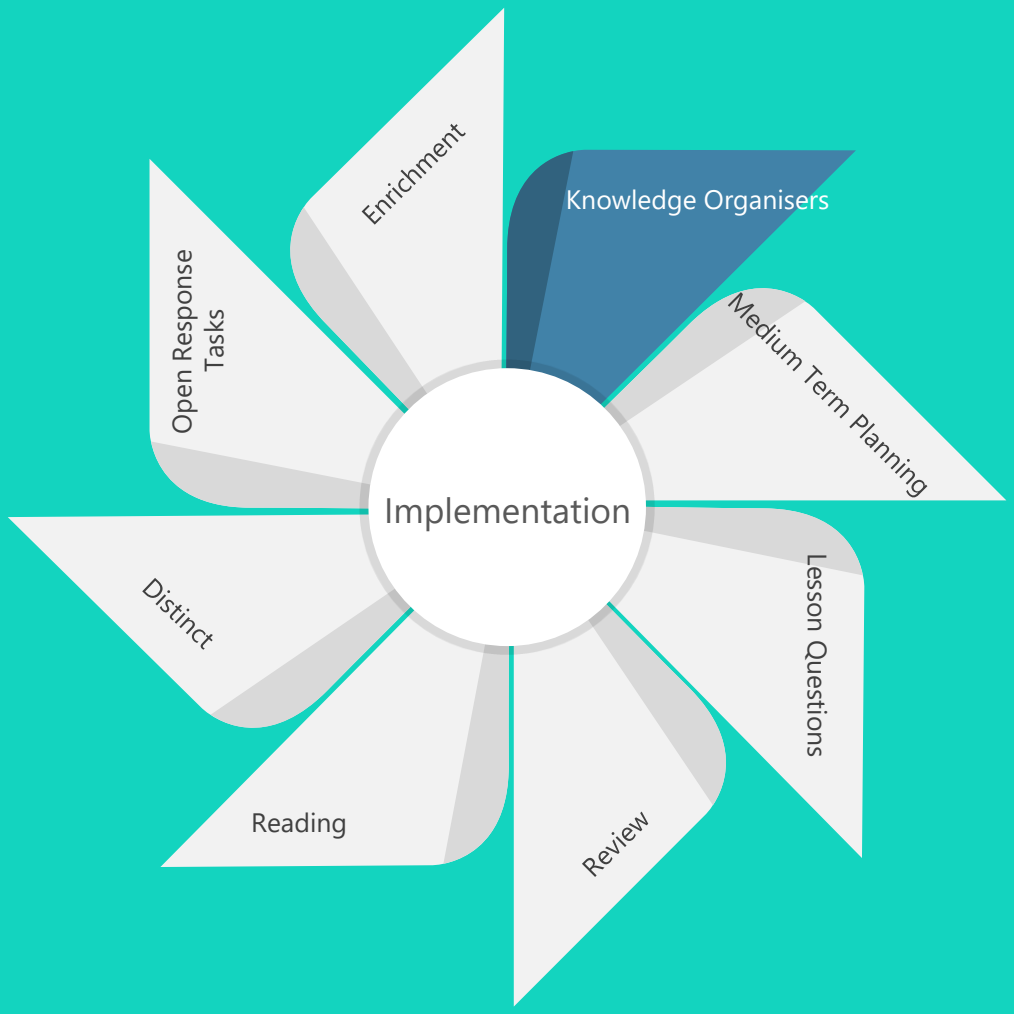
Our medium term subject plans include up to 6 well thought out lessons allowing for depth of understanding.

Lesson Questions

Each lesson has a key question which is discussed and solved within the lesson.

Review

The use of questioning and quizzes underpins each lesson and ensures constant feedback and assessment throughout the unit. Allowing children to review and reflect on what they have learnt regularly.



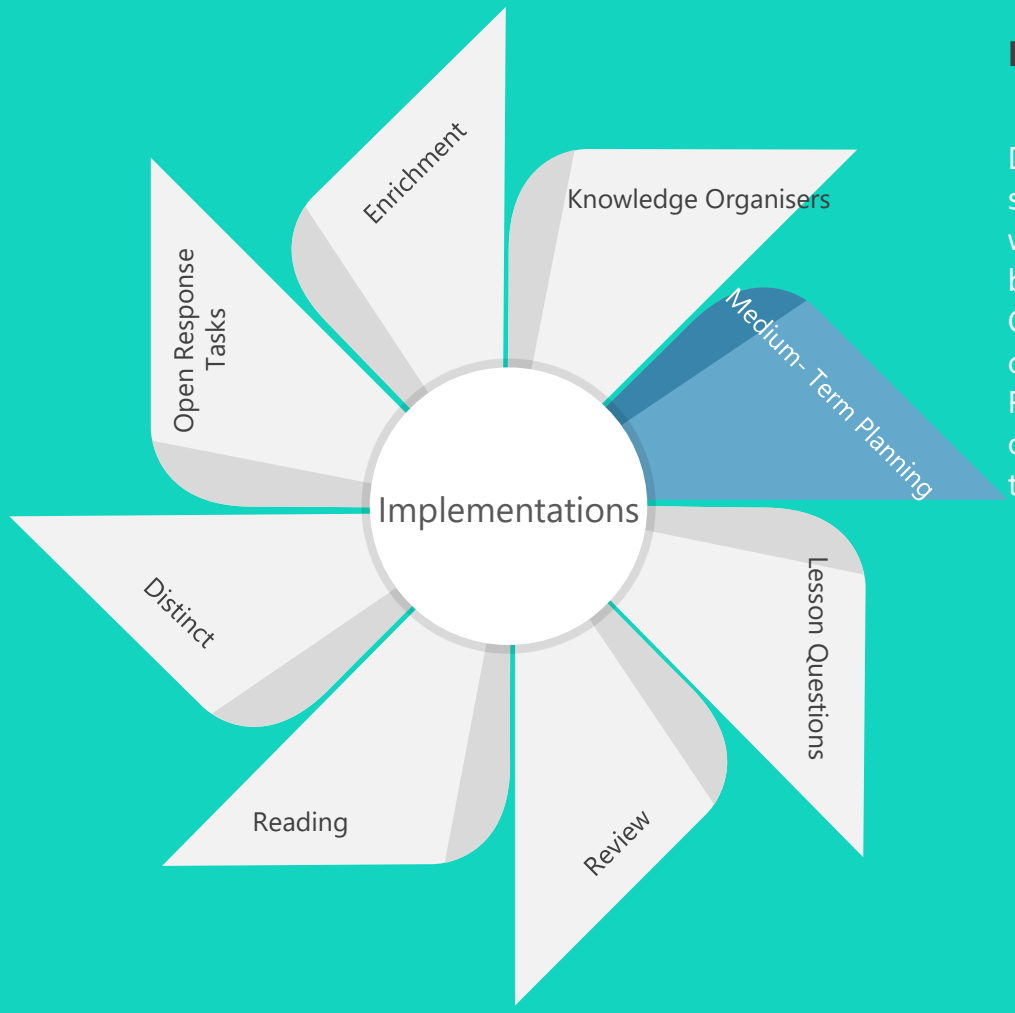
Knowledge Organisers

The knowledge organiser is the beating heart of each unit. The core content is meticulously curated and itemised to clarify the necessary knowledge to develop a sophisticated schema for each unit of work. This knowledge is built upon further throughout the unit of work.

Over the course of the years, these knowledge organisers ensure that all pupils become 'culturally literate' (Hirsch, 1987) and have the opportunity to engage in 'powerful knowledge' (Young, 2013).

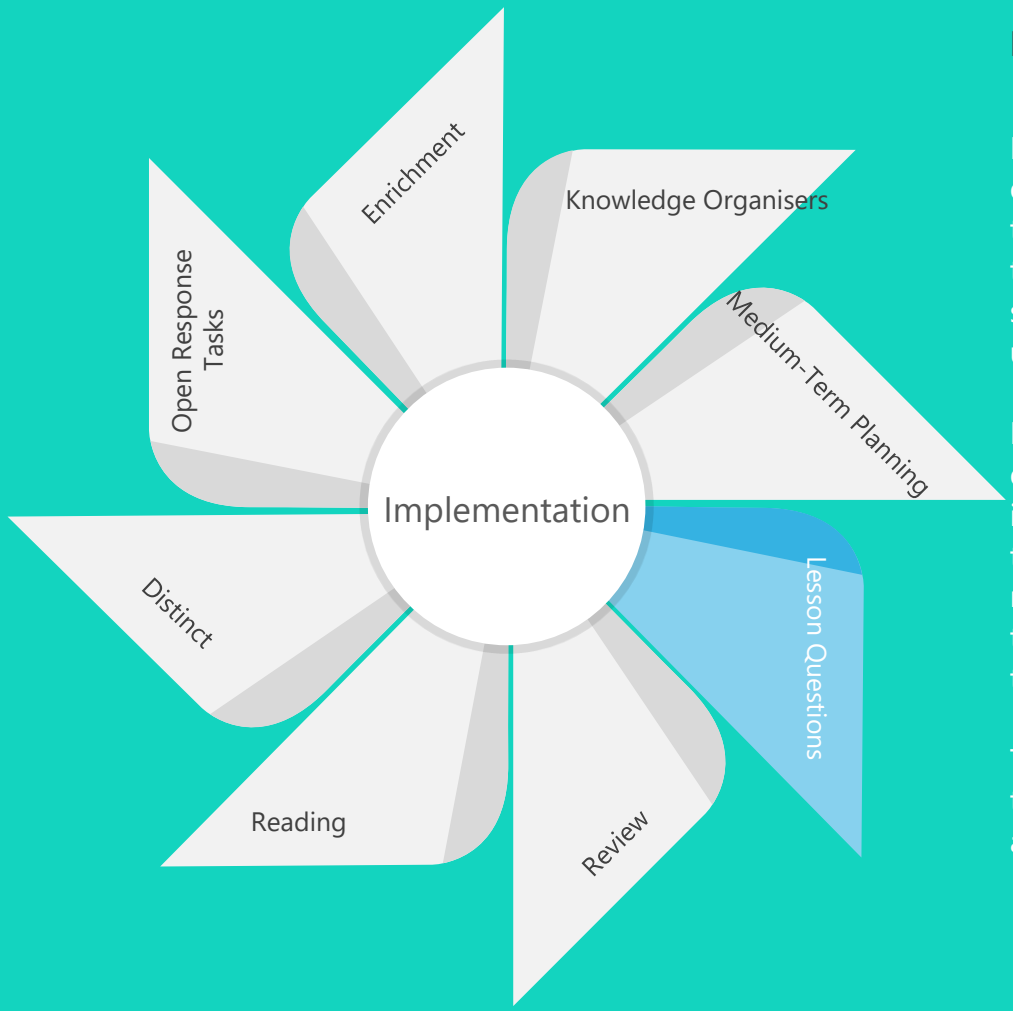
A knowledge organiser acts as a planning, teaching and assessment tool. It provides complete clarity to leaders, teachers, pupils and parents about what is expected to be learnt and remembered by the end of the lesson, the unit, and in the long term.

Knowledge organisers act as a reviewing tool, helping pupils to recall with lightening speed the key information needed to make sense of the topic.



Medium-Term Planning

Developed from the knowledge organisers each unit consists of up to six, carefully sequenced 'knowledge lessons', which can be contrasted with popular but ultimately less effective 'activity-based', 'enquiry-based', or 'discovery-based' lessons described by Kirschner, Sweller and Clark (2006) as "minimally guided instruction". In line with findings from cognitive load theory (Baddeley & Hitch, 1974; Baddeley 1986; Rosenshine 2012; Sweller, 1988) lessons are chunked into small sessions of explicit teaching followed by regular opportunities for all children to think, apply and practice key skills and knowledge.

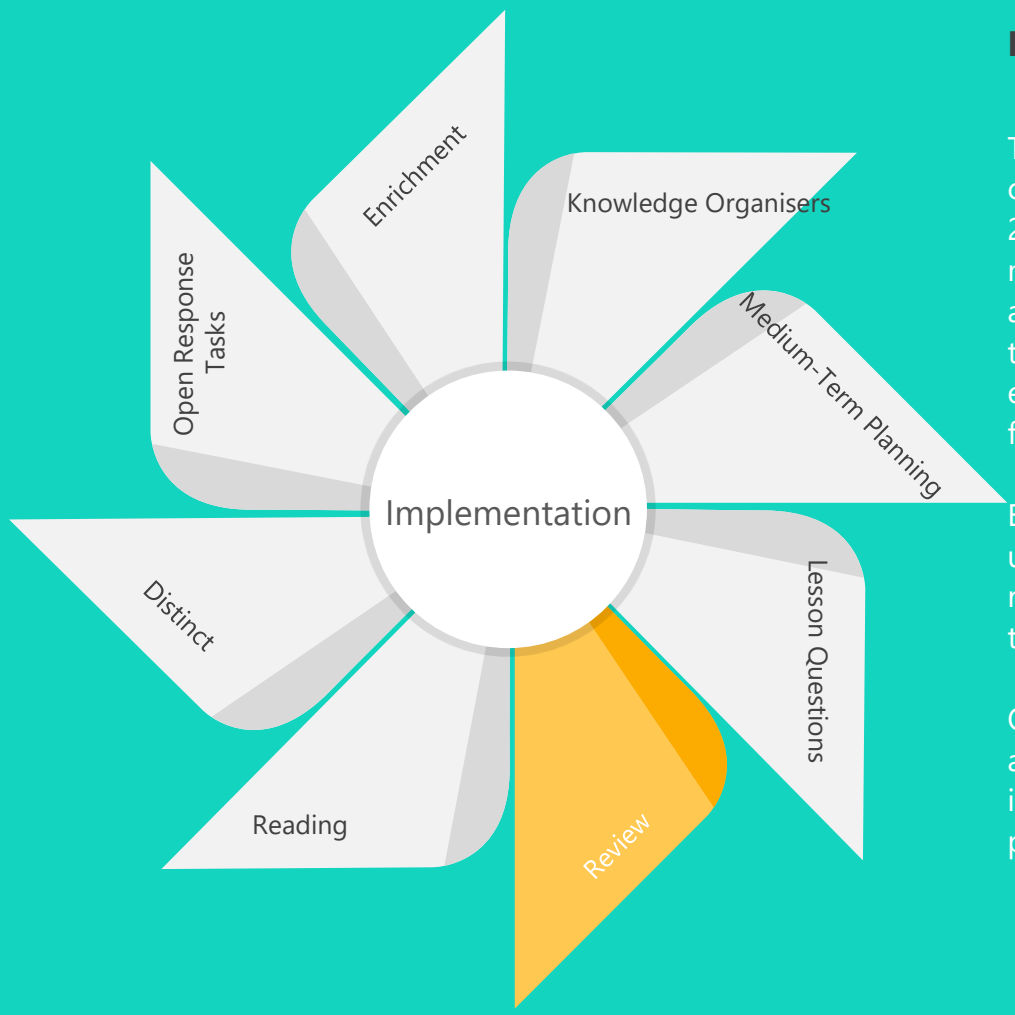


Lesson Questions

Each of the six lessons has an enquiry question which allows pupils to explore in a need to know approach to learning. Roberts (2003) states that 'pupils will learn more if they have been made curious about what they are going to learn and can ask their own questions.' (Leat, 2001), suggests basing lessons around one central mystery question, that is unusual and so makes students think.

Enquiry questions also encourage pupils to use data/information as evidence and make sense of the information they are actively engaged in. The enquiry question provides a task at the end of lessons for pupils to reflect on their learning and for teachers to use as a guide to the retention of knowledge the pupils have acquired from the lesson. This task allows pupils to process the data, information, and prompts from the lesson to answer the question.

Through lesson questions pupils are encouraged to deepen their thinking and develop enquiry skills ready for learning at high-school and beyond.

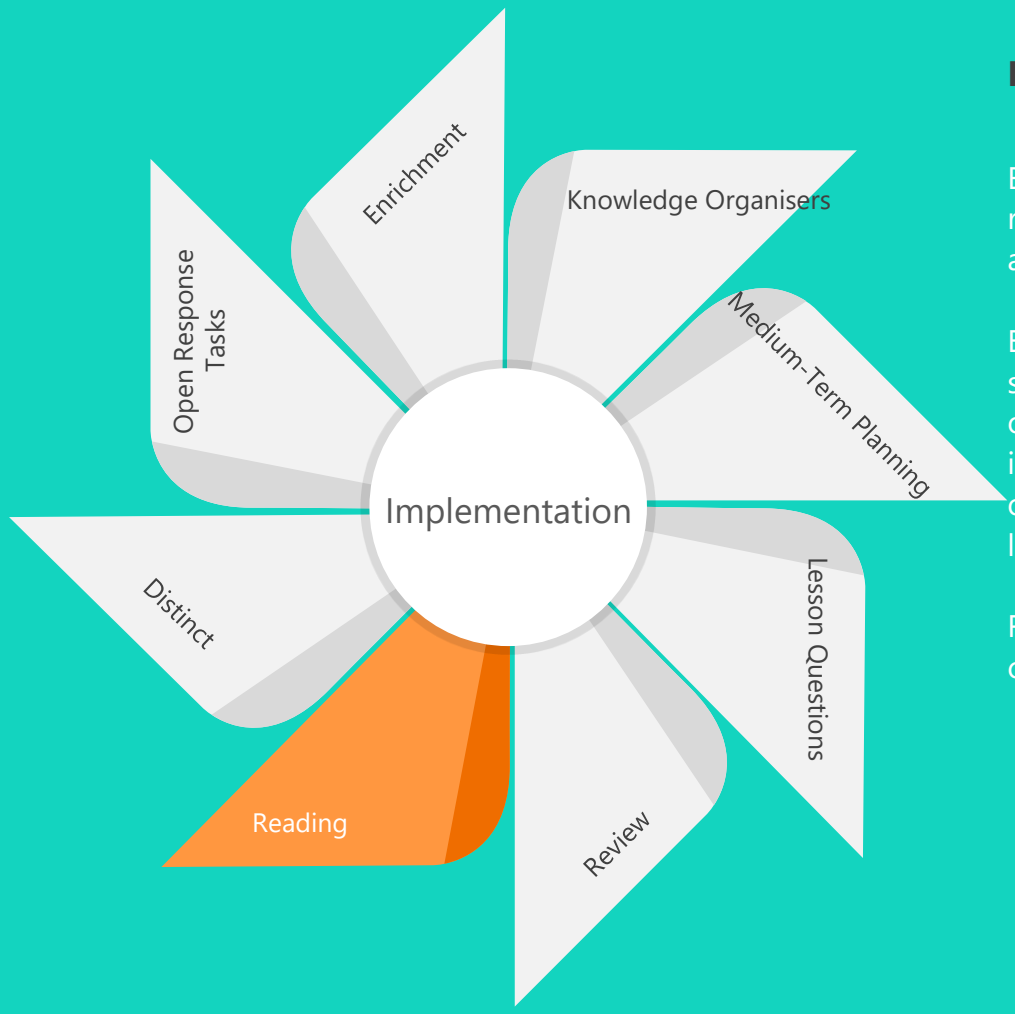


Review

The benefit of retrieval practise is one of the most robust findings in cognitive psychology (Roediger & Karpicke, 2006; Storm, Bjork & Storm, 2010). Low stakes multiple choice quizzes are efficient, effective and motivating for pupils, whilst providing teachers with vital information about what pupils have misunderstood, and/or what they are struggling to remember. These questions can be easily recycled, utilising the spacing effect and ensuring content is retained over the long term, and not forgotten soon after the lesson or unit has ended.

Based on Retrieval Practice and Rosenshine's Principals of Instruction the use of quizzes, questioning and reviewing allows not only pupils to remember more but to also understand the context of the knowledge they learn.

Questioning will ensure prior learning from previous years, weeks, lessons and each unit is embedded and built upon. Gaps of knowledge are identified by teachers and acted upon during the lesson and in future planning.

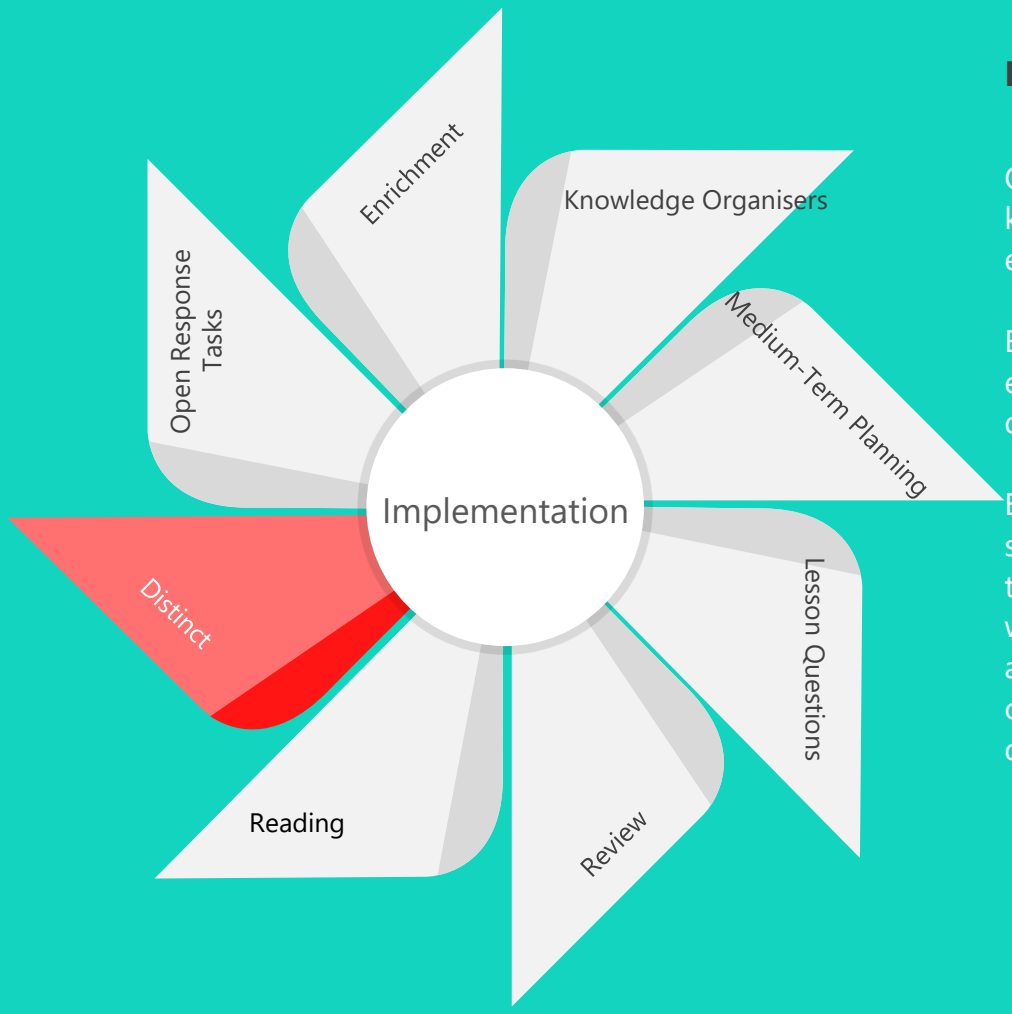


Reading

Each lesson puts reading at the centre of the curriculum by incorporating rich, challenging text, written at age appropriate level. Key graphics, images and diagrams are all included alongside the text.

By using rich, challenging text it allows children to expand their subject specific vocabulary, examine and compare sources, as well as providing opportunities for speaking and listening. Pupils are encouraged to read independently, in groups and aloud. This provides extra learning opportunities beyond reading lessons for comprehension, speaking and listening and retrieval skills.

Rich, challenging text also provides further resources to support the completion of tasks and scaffolding learning reviews.

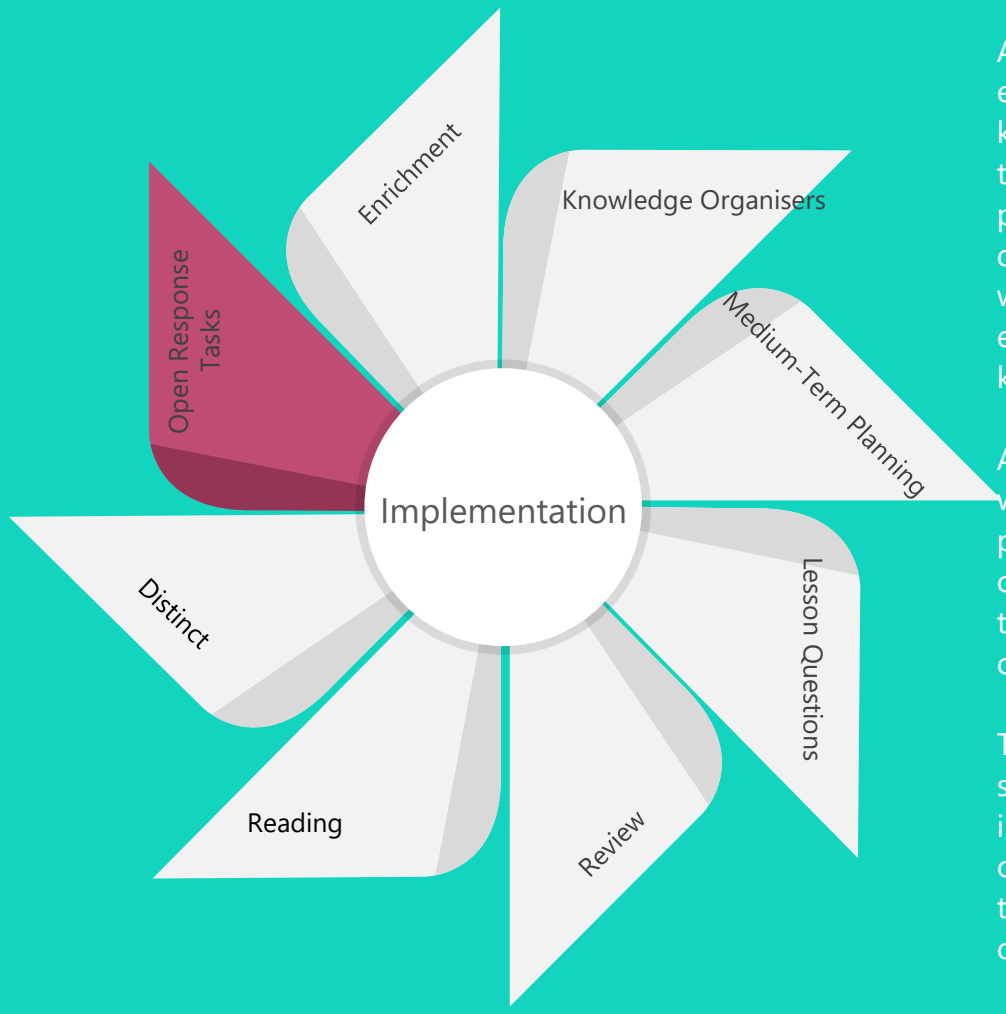


Distinct

Our subjects are planned as distinct units of work ensuring curriculum knowledge is covered as a minimum. This ensures the appropriate Howard essential knowledge is covered within each year and unit.

Enrichment opportunities and cross-curricular learning is then developed to enhance the learning experience and add opportunities for further development and broadening of knowledge.

By using a distinct approach it allows teachers to plan a well-structured scheme of work that captures children's enthusiasm throughout and gives them extra time during the unit to plan and deliver enrichment activities without increased workload. A distinct approach also provides clear assessment targets at the end of the topic as the essential knowledge children must understand to be working at expected standard is clearly defined.



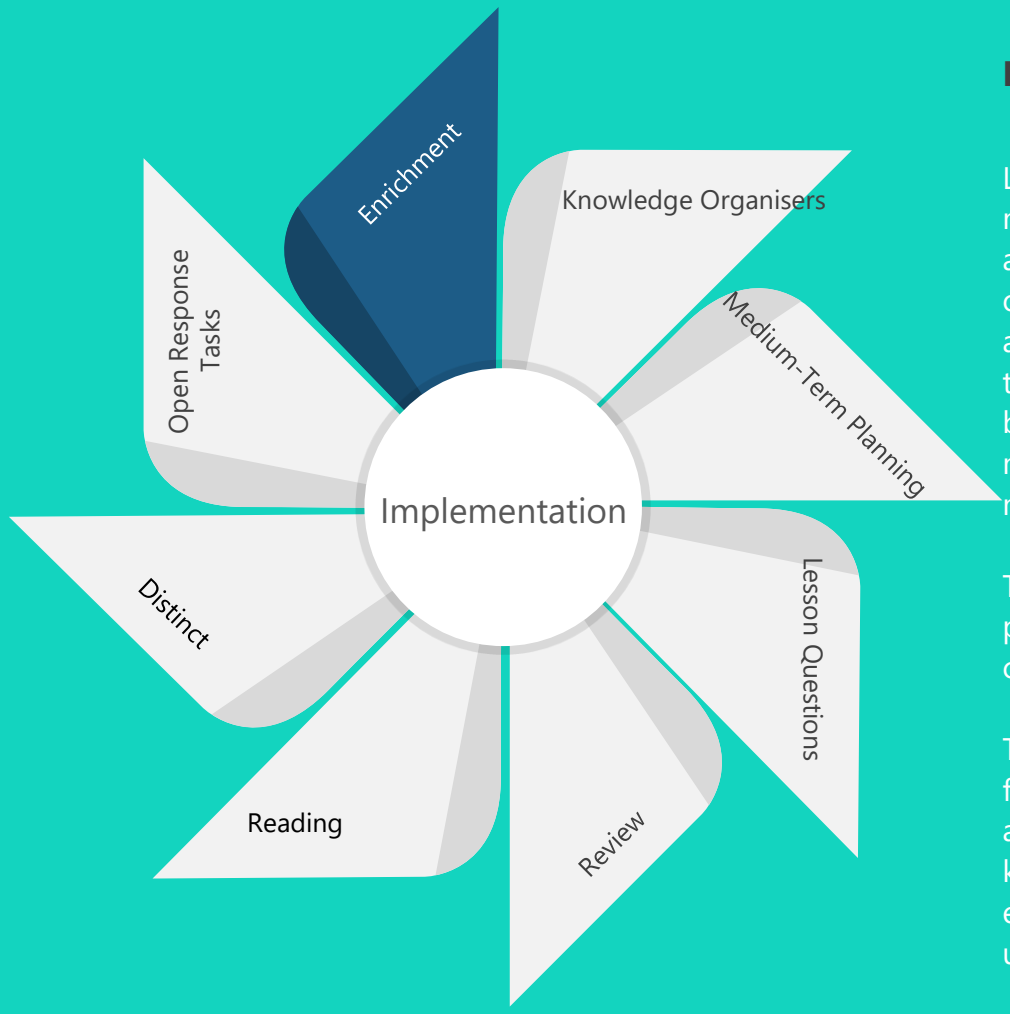
Open Response Tasks

At the end of each unit, pupils undertake an open response task. This ensures that pupils are able to synthesise and elaborate on all of the knowledge that they have acquired throughout the unit, whilst also setting them up for success in secondary school. The ability to reason, argue, persuade and consider multiple perspectives are crucial but ultimately domain specific, and so each essay allows these skills to be contextualised with the knowledge taught during the unit. Open response tasks such as essays strengthen the storage strength of the material learnt, whilst helping knowledge to move from inflexible status to being more flexible.

A diverse range of tasks are encouraged such as a video, a booklet, a website, an essay or news report, a detailed summary poster, a presentation, make some artefacts… Tasks also provide pupils with opportunities to elaborate on their understanding much further than that taught in the class, those who carry out home learning are provided with opportunities to retrieve this learning in the task.

The use of open response tasks also allows school to develop a clear standardised set of expectations for what the expected standard looks like in each unit. Through comparisons of students open response tasks it is clear to see which children are showing the best understanding and these tasks are also useful indicators of progress, as year-on-year you can watch a child's outcomes improve and become increasingly sophisticated.

When essays are used, the expectations of what is written by pupils is progressive, for example it is not enough for a year 6 child to just regurgitate facts. Instead, we are asking them to make a judgement. Which was more important? What is the relationship between them?



Enrichment

Learning is defined as creating relatively permanent changes in long-term memory, and developing increasingly sophisticated schemas so that pupils are able to engage in abstract thinking. By putting knowledge at the centre of the curriculum we are focusing on clear knowledge essentials instead of a vague jumble of topics. Through clear planning of these essentials teachers are able to plan, organise and deliver enrichment activities that broaden the understanding of this knowledge but in a precise and meaningful way. This creates experiences which reinforce long-term memory and make the curriculum unforgettable.

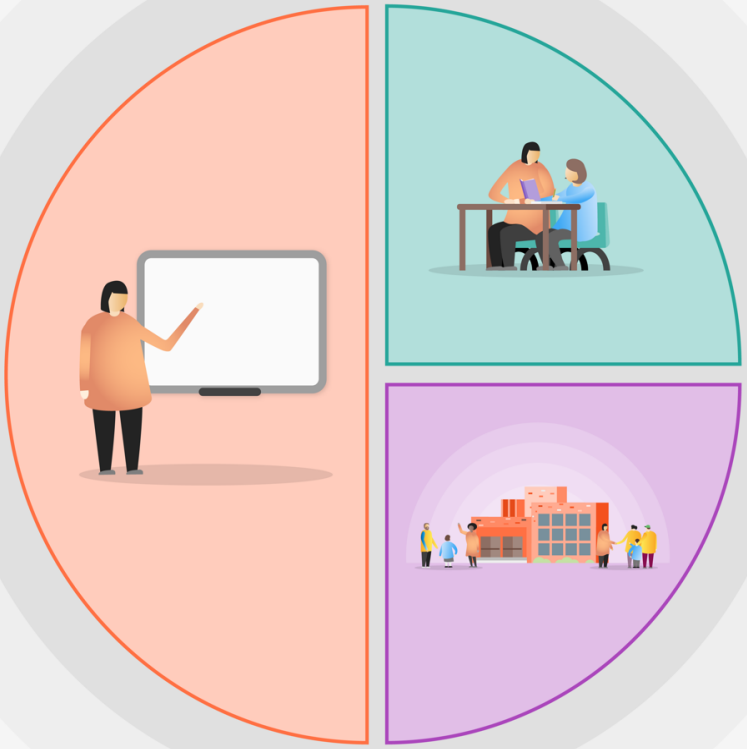
Therefore our pupils are able to curate the core facts, figures, people, processes and concepts necessary to master a unit of work and that the curriculum is rigorous, sequenced and rich in cultural capital.

Through all of this it is the subject itself which is engaging, the enrichment focuses the pupil attention upon it more fully. Educational trips are planned at the end of topics when pupils have a strong understanding of the knowledge and this allows them to explore the museum, place or experience in much more detail and with a strong background of understanding.

TIERED MODEL

1 Teaching

- Curriculum rigor through the Howard Knowledge Essentials.
- Embedded Christian Values/Vision.
- Quality First Teaching supported by evidence based professional development / instructional coaching for teachers and support staff.
- Effective use of the Feedback Policy / Formative Assessment strategies to identify gaps and misconceptions.
- Support pupil knowledge through application of the teaching implementation domains.
- Frequent, low stakes testing to ensure all learners experience success and gaps in learning can be identified and plugged swiftly.
- Managing staff workload to aid staff wellbeing and enable high quality, responsive teaching.
- Enabling a positive culture.
- A focus on vocabulary acquisition across the curriculum.
- Guided/whole class reading approaches with all children having access to a book.
- A focus on basic skills such as reading, times tables and spelling.
- Interweaving online learning platforms in to classroom teaching to ensure children are familiar with them in case of school closure.



2 Targeted academic support

- Same day, in class interventions focussed on needs identified through formative assessment.
- Intervention programmes where appropriate.
- 1:1 and Small group tuition.
- Pupil Learning Conferences.
- Regular review of interventions and deployment of TAs.
- Extended school time where appropriate.

3 Wider strategies

- Application of the remote learning platform – Google Classroom.
- Breakfast Club provision.
- Attendance support.
- Access to technology.
- SEMHW Advocate support.
- SENDCo support.
- Wellbeing and attitudes survey.
- Boxall profile.
- Early Help offer.
- External agency support.
- Futures in Mind.

Quality First Teaching

Planning the Curriculum

- Planning is linked to the subject essentials for each year group building on the National Curriculum statutory requirements.
- The expectation is that the majority of pupils will access the curriculum in line with their year group expectations at broadly the same pace using a mastery teaching approach. Pupils who grasp concepts rapidly are challenged through rich and sophisticated problems before any acceleration through new content takes place. Decisions about when to progress are based on the security of pupils' understanding and their readiness to progress. This enables high expectations for all.
- Opportunities are provided for children to apply knowledge and skills in other subjects in the curriculum, where meaningful links can be made. However the focus of subjects is the teaching of discrete knowledge.
- Teachers will identify and support any pupil or group of pupils who are falling behind or are in need of further challenge, enabling them to catch up rapidly through targeted support and intervention. Intervention, where possible, will take place on the same day (precision intervention).
- Pre learning tasks will be used as an intervention tool where appropriate.
- Lesson titles will focus upon a question that clearly identifies the main learning intention.
- When starting a new unit of work/class novel, an introduction cover should be stuck into the children's books.
- Any sheets used (minimal) must be trimmed and stuck in the correct exercise book.
- Teachers will plan collaboratively where appropriate to ensure consistency, progression in the essentials and support colleagues.
- The Early Year's curriculum will be guided by children's interests when appropriate.

Differentiation

- Takes place throughout the lesson. Fluidity of sessions is key to ensuring pupils thrive on the challenge of learning and develop resilience to failure.
- Is matched to formative assessment and next steps in learning.
- When planning work for children with Special Educational Needs and Disabilities, information and targets contained in the children's SEND Portfolio are addressed.
- May occur through adult support; questioning; marking and feedback; range and level of resources; time; task; scaffolding/further structure.
- A mastery approach to teaching and learning will be undertaken.

Review, Revisit and Reflection

- Regular intervals during the lesson.
- Reviews progress towards the learning outcome and success criteria.
- Allows adults and children to address misconceptions, make improvements, secure/demonstrate understanding and add further challenge.
- Learning may be applied to different contexts.
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt.
- In line with the Lesson Delivery Framework.

Quality First Teaching

Use of Classroom Professionals

- Teachers are responsible for directing their classroom professional. Deployment will follow the recommendations set out by the EEF.
- Teachers ensure classroom professionals know the expectation of a lesson.
- Teachers continually communicate with classroom professionals.
- Intervention needs to be planned as a more immediate response to learning and addressed as soon as possible.
- Interventions for a specific purpose will still be part of the planning and assessment cycle where appropriate.
- Teachers to develop their classroom professional's use of feedback at the point of learning.

Adults contribute to:

- Supporting learning and children's progress.
- Behaviour and relationships.
- Questioning and feedback.
- Explaining and modelling.
- Practice and retrieval.
- Model B teaching.
- Supporting assessments of children's understanding.
- Developing children's independence and resilience.
- Engaging children in learning.
- Being active and interactive.
- An appropriate pace to ensure maximum learning takes place.
- Responds to, and is adapted to, ongoing assessment during the lesson.
- Generates success criteria.
- Is flexible according to the learning taking place eg. Different inputs for different groups, different start times for different groups.
- Guided groups where appropriate.
- Identify pupils' common misconceptions and act to ensure that they are corrected.
- Act in line with the Lesson Delivery Framework.

Questioning

- Effective questioning demonstrates the teachers understanding of the ways pupils think about the subject content.
- Questions will be asked to assess learning, challenge and deepen thinking and understanding. This includes cross curricular questioning.
- The range will include open/closed; higher and lower order questions.
- Questioning will be differentiated.
- Opportunities will be planned for children to develop their own questions and questioning.

Quality First Teaching

Learning Environment

- A stimulating and tidy environment sets the climate for learning. Classroom displays can brighten up the environment and celebrate a pupil's success.
- Staff should consider who a display is for and let pupil work stand out rather than over use decorative elements. Displays should evolve and update as the year goes on, being interacted with as part of lessons rather than staying the same with little reference to learning.
- An exciting, well-organised and clutter free classroom promotes independent use of resources and supports high quality learning.
- Staff and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Resources will be available to children such as dictionaries, thesauruses, word banks and resources to support learning in subjects across the curriculum.
- Classrooms should be bright and tidy, and should be word and number rich.
- Displays might be used to:
    - Celebrate success – achievement.
    - Support class organisation – visual timetables, clearly labelled resources.
    - Promote Independence by providing prompts – questions, support for when children are stuck, key vocabulary and Christian values must be evident.
    - Support learning – working walls, presentation examples, interactive & challenging.
    - The schools consistent behaviour policy is clear and evident in the classrooms.
- Displays must include:
    - Work that is mounted.
    - Displays with borders.
    - Year group/class stated if the display is outside the classroom.
    - Corresponding curriculum essentials.
    - Questions where appropriate.
    - Links to the school vision – consistent format (mind, body, spirit).
    - Consistent symbols linked to the curriculum global citizen threads – e.g Y6 class novel, No Ballet Shoes in Syria, with the Diversity school symbol and brief explanation of how this promotes diversity.
- The classroom environment must include the displays outlined below:
    - Reflective areas – Christian values, global citizenship threads, prayer books, reflective journal etc. There must be evidence of engagement and revisit.
    - English and Maths working walls – Displaying current units work.
    - High quality reading area.
    - A broad range of subject areas celebrating the wider curriculum.
    - An RE display.
- Research indicates that for the classroom environment to be optimised for the needs of all pupils, including SEMH pupils, and prevent problems before they occur, classrooms should not be overloaded with colour, materials and information as this could lead to cognitive, sensitive and visual overload for pupils, particularly with SEN.

Teaching and Learning

Homework

Teachers set challenging homework appropriate for the age of the children that consolidates learning, deepens understanding and prepares pupils for work to come. A homework display in each Key Stage will be updated regularly to celebrate home learning.

The majority of homework will be set on the Google Classroom platform.

Within each stage homework consists of:

- Nursery:
  - New topic related creative homework.
  - Nursery Rhymes.
- Reception:
  - Phonics.
  - New topic related creative homework.
  - Reading.
- Key Stage 1:
  - Daily Reading recorded in diaries.
  - Spelling Investigations / Spelling Shed.
  - Mathematics Skills / TT Rockstars
- Key stage 2:
  - 15 minutes reading a day recorded on Go Read.
  - Weekly homework task set on Learning by Questions, TT Rockstars and Spelling Shed.
  - Curriculum task.

Marking and Feedback

We recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our feedback approach is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong
- encourage and support further effort

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of any feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to pupils according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments at a later date;
- feedback is provided both by teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Marking and Feedback

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of learning
2. Summary feedback – at the end of an activity/task (children present)
3. Review feedback – away from the point of teaching

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. These practices can be seen in the following practices:

Feedback Type	What it looks like	Evidence (for observers)
Immediate	• Includes teachers gathering feedback from teaching, including mini-whiteboards, book work etc. • Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • May involve the use of a teaching assistant to provide support or further challenge. • Leads to adaptation of the current lesson, groupings or adaptation/redirection of tasks. • May include highlighting/annotations according to the marking code. • Links to the schools mastery approach to teaching and learning cycle.	• Lesson visits / learning walks. • Evidence of annotations or use of the marking code/highlighting. • Improvements evident in books, either through editing or further working. • Evidence of children accessing additional 'precision intervention.'
Summary	• Takes place at the end of a task/activity. • Often involves whole group or classes. • Provides an opportunity for evaluation of learning in the lesson. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • May take the form of self- or peer-assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. • Links to the schools mastery approach to teaching and learning cycle.	• Lesson visits / learning walks. • Timetabled pre- and post- teaching based on assessment. • Evidence of self- and peer-assessment. • May be reflected in selected focus review feedback (marking) • Evidence of annotations or use of the marking code/highlighting. • Evidence of children accessing additional 'precision intervention.'
Review	• Takes place away from the point of teaching. • May involve written comments/annotations for pupils to read/respond to. • Provides teachers with the opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • May lead to targets being set for pupils' future attention, or immediate action. • Links to the schools mastery approach to teaching and learning cycle.	• Acknowledgement of work completed. • Written comments and appropriate responses/action. • Adaptations to teaching sequence tasks when compared to planning. • Use of annotations to indicate future groupings. • Evidence of children accessing additional 'precision intervention.'

Marking and Feedback

Marking Approaches

We have agreed that teachers will mark the work in green ink.

Children will neatly and legibly edit their work using a purple pen.

All work will be acknowledged in some form by class teachers.
To acknowledge children's work, a code will be placed next to the learning question:

- √√ - Achieved (fully).
- √ - Achieved (partially).
- - - Further work / precision intervention needed.

In the Early Years, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. Development Matters statements link to the activity and are assessed using a green pen. Next steps are evident where identification indicates a need/necessity.

In Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. A green highlighter signifies that a correction or improvement is needed and a yellow highlighter recognises achievement and success in an area. Any comments relate to clarification, need and necessity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. A green highlighter signifies that a correction or improvement is needed and a yellow highlighter recognises achievement and success in an area. Any comments relate to clarification, need and necessity.

Marking and Feedback

Child-led assessment, feedback and editing

Children should carry out assessment, editing and feedback in a number of ways such as; in response to teacher comments or marking, as a result of self-assessing and reviewing work against targets or a success criteria or through peer marking. Dialogue between children about learning is an important skill that we seek to develop throughout school. Therefore it can be helpful for children to assess the work of others in the class and give peer feedback. Feedback may be verbal or written and if written the comments should be initialled by the child-reviewer. Children should be trained in how to give effective feedback that is KIND, SPECIFIC and HELPFUL and relates to the success criteria or targets. Children are encouraged to undertake peer assessment in a sensitive manner that reflects the Christian values of the school.

For example:
'I like this part, but have you thought of…'
'What made you use this word/phrase/ connective/simile/metaphor and not another one?'
'The best part is when you…'
'I think that next time you ought to think about…'
'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'
Editing does not need to be done for every piece of writing.

Children are given the opportunity to self-assess their skills, knowledge and understanding when completing a learning sequence:

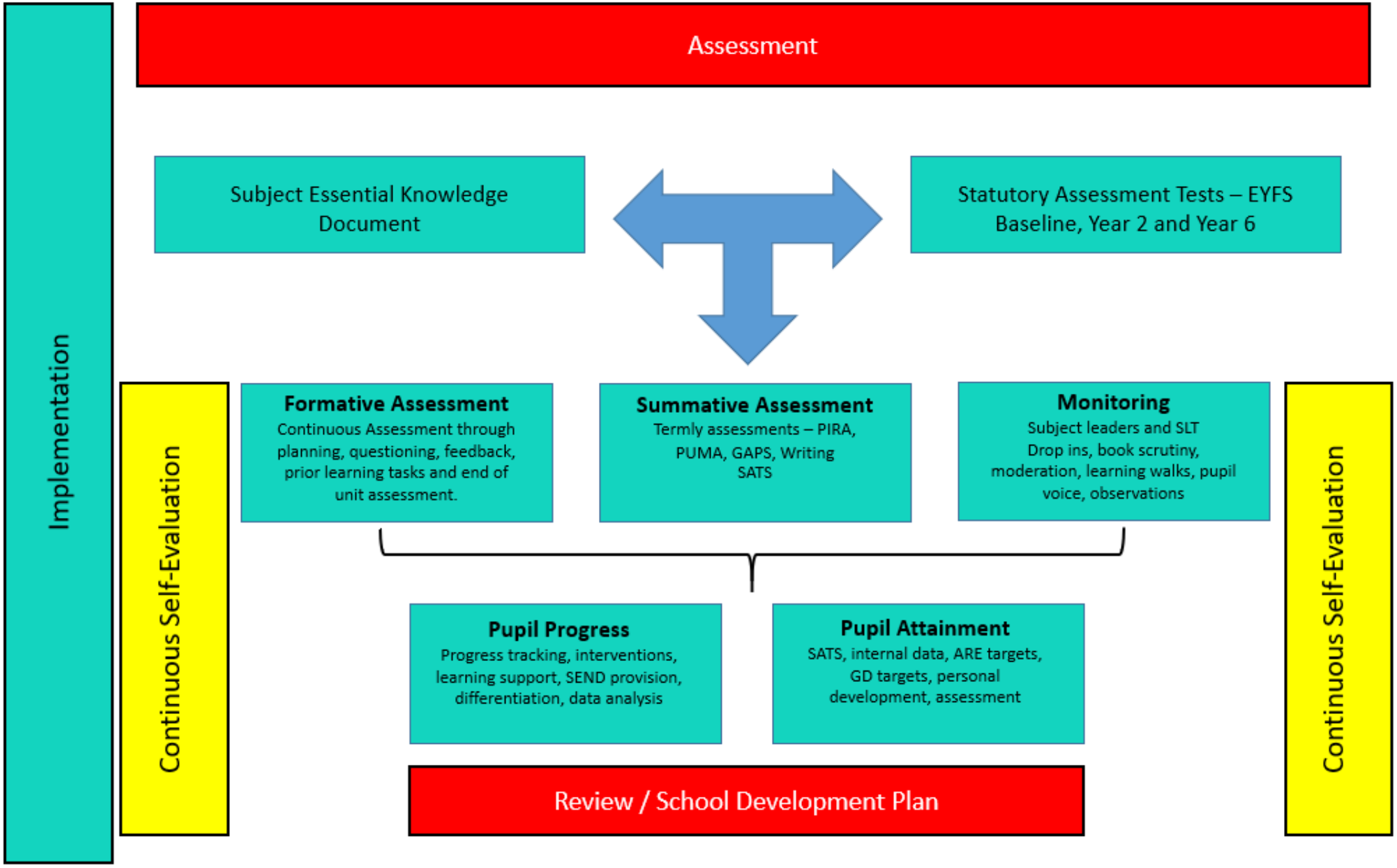
- In Key Stage 2, children will be encouraged to self-assess with increasingly reflective comments. This maybe scaffolded by teachers where appropriate.
- Regular time is allocated for quality self-reflection time at the end of a learning sequence.
- Peer assessment is utilised appropriately and regularly to allow work to be improved.
- All response to feedback is completed in purple pen. This includes self- and peer-assessment.

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases targets are clearly set out through use of the marking code and accompanying comments.

Subject specific vocabulary

When marking work in a subjects such as science, teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning.

Teachers are aware that different subjects may necessitate different forms of marking and assessment.


Implementation
Assessment
Subject Essential Knowledge Document
Statutory Assessment Tests – EYFS Baseline, Year 2 and Year 6
Continuous Self-Evaluation
Formative Assessment
Continuous Assessment through planning, questioning, feedback, prior learning tasks and end of unit assessment.
Summative Assessment
Termly assessments – PIRA, PUMA, GAPS, Writing SATS
Monitoring
Subject leaders and SLT Drop ins, book scrutiny, moderation, learning walks, pupil voice, observations
Continuous Self-Evaluation
Pupil Progress
Progress tracking, interventions, learning support, SEND provision, differentiation, data analysis
Pupil Attainment
SATS, internal data, ARE targets, GD targets, personal development, assessment
Review / School Development Plan

Assessment

Assessment
Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making sufficient progress. All staff are regularly trained in our approach to assessment and are responsible for the use of data to accelerate progress. We have a senior leader who is responsible for assessment.

Continuous formative assessment
Formative assessment is used as a continuous method of recording assessment information. Any evidence whether it be from an observation in class, a marked piece of work or a formal test can be recorded to build a holistic overview of each pupil and their specific strengths as well as areas for development.

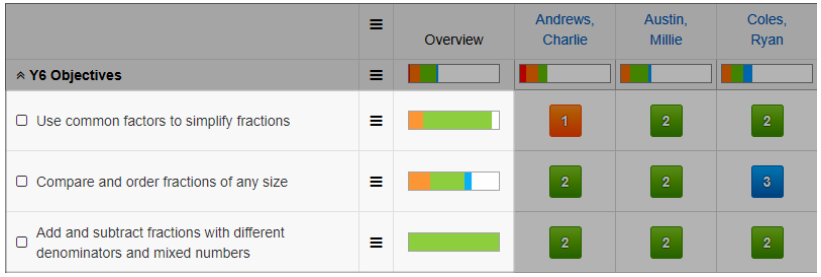
This assessment method is most effectively used when key elements are visited and assessed on a regular basis. The recording of evidence from class work, homework and everyday teaching will build strong evidence of the relative strengths and areas for development and should make reporting more meaningful to pupils and parents as well as making targeted intervention and support easier for teachers and middle leaders.

Each pupil will be assessed, in most instances, at their year group expectations. Any decision to deviate from the stage for that year group must be through consultation and at the agreement of the headteacher.

The school's depth of learning taxonomy is used as a tool to support our formative assessment and inform next steps. We utilise the customisable features on our Insight Assessment Tracker for this purpose.

Teachers make assessments against learning outcomes, our Howard Knowledge Essentials, our road map to rigor. As a result of this, our formative assessment works hand-in-hand with our curriculum and how we deliver it.

As teachers start recording assessments, visual overviews offer immediate feedback on how pupils are doing and how well a group has grasped a particular objective. The process also illustrates summary data points, providing a snapshot of how pupils are doing. For example, it can show each pupil's Average Depth or % Secured, which tells us a pupils' average for all assessments made in the year so far, and how many of the year's objectives they've secured.



This system is also used to enable teacher's to make informed summative assessment judgements.

Assessment

Summative Judgement

The overall summative assessment will use teacher judgement as an indicator as to whether a pupil is working towards, emerging, expected or exceeding in their age related expectation for their year group. Ongoing formative assessment will inform summative judgements.

Guidance:

- At each data collection point, teachers will update the assessment tracker database.
- The Headteacher and subject leaders will then analyse the data. This will be shared with relevant stakeholders.

PIRA/PUMA/GAPS Testing

To support teacher assessment and add an additional layer to our assessment system, the children take part in Mathematics, Reading and Grammar termly tests. These tests provide an opportunity to track progress and provide information that teachers can then incorporate into their planning. Question level analysis data informs interventions and next steps.

Wellbeing and Attitudes Survey

Pupils in KS2 undertake a wellbeing and attitudes survey at each data collection point.

EYFS

In Foundation Stage, the assessment procedures have been reviewed to feed directly into a whole school system. Teachers follow the same principals in relation to assessment.

SEND

- Adjustments to the curriculum are made to the children who are attaining significantly below what is expected for their age.
- Portfolios are in place for SEND children which contain assessments, observation and feedback, SEND advice from professionals / support plans etc.
- Support plans in place and reviewed 3x per year with parents. More complex cases require attendance at TAC meetings.

Other Assessments

Throughout the year, other assessment activities are undertaken in order inform learning, ensure no child falls behind and remove barriers to learning.

More Able

"There are two ways to interpret the phrase "stretch and challenge". On the one hand, it relates to whole-class teaching and the importance of stretching and challenging every pupil's thinking. On the other, it relates to individuals and the importance of pushing the thinking of the most able pupils. Both interpretations are equally valid and essential components of great teaching."
Mike Gershon

Article 29: Education should develop each child's personality, talents and mental and physical abilities to their fullest potential (UN Convention on the Rights of the Child, 2001)
National Curriculum 2014: 'Teachers set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standard' (Department for Education, 2013)
Ofsted: Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels (Sean Harford, Ofsted National Director of Schools, March 2015)
The Howard School Vision: We are committed to ensuring that all children have equal access to the whole curriculum and are given equal opportunities to develop to their full potential in a safe and secure environment in partnership with parents and carers.

At the Howard School we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with unique personalities, skills and abilities. We provide teaching which makes learning challenging, engaging and investigative to achieve greater breadth and depth of understanding and enables children to reach their potential.

We also recognise that within our school there are a number of children whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision made. It is accompanied by guidance for staff on strategies to meet the needs of the Most Able pupils.
The aims at our school are:

- To identify the Most Able children.
- To transform ability into achievement within the classroom.
- To provide them with a suitably differentiated and challenging curriculum through Quality First Teaching.
- To provide opportunities for these children to be independent and creative in their learning.
- To celebrate high achievement.
- To recognise the range of talents that pupils at our school have.
- Understand the learning and other needs of pupils, including those from disadvantaged backgrounds.

More Able

At the Howard School we also believe that children with particular abilities and talents **must be** recognised and supported to be stretched – intellectually, emotionally, aesthetically, socially and physically.

Our definition of Most Able children

'Most able' pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Within this will be a smaller number of children who show exceptional abilities in one or more subjects in the statutory school curriculum. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership.

In addition, as we try to have the widest possible view of ability, we also encourage and celebrate children who, for example, are particularly good at helping others, or noticing when children are upset and helping them. We encourage the children to live and breathe our Christian Values.

Identification

Children who demonstrate this described level of performance or potential may be identified using a range of methods:
Teacher assessment/observations.
Test/SATs performance.
Information from parents.
Information from previous teacher/school or another professional e.g. sports coach, peripatetic music teacher.
Moderation discussions/activities.

Those children identified will be recorded on the 'Most Able' Register and identified in our assessment tools. This Register will be updated through an ongoing process – provide – identify - provide. The progress of the Most Able children will be monitored at Pupil Progress Meetings and used to inform provision planning.

More Able

Provision

In the classroom

At the Howard School, every child has access to Quality First Teaching through which **differentiation** (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of **extension** (providing challenges which go more ***deeply*** into a topic) or **enrichment** (providing other activities which run alongside the normal curriculum and go more ***broadly*** into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep the most able children interested and provide them with **challenge**, such as:

- Rich questioning.
- Higher order and abstract thinking (e.g handling ambiguity and paradox).
- Problem solving and enquiry.
- Development of advanced language skills, to include accuracy, precision and fluency.
- Independent work and self-study.
- Development of metacognition.
- Transfer of knowledge across disciplines.
- Provision of leadership and debating opportunities.
- Curriculum enrichment.

This is supported by individual **target setting** appropriate grouping arrangements.

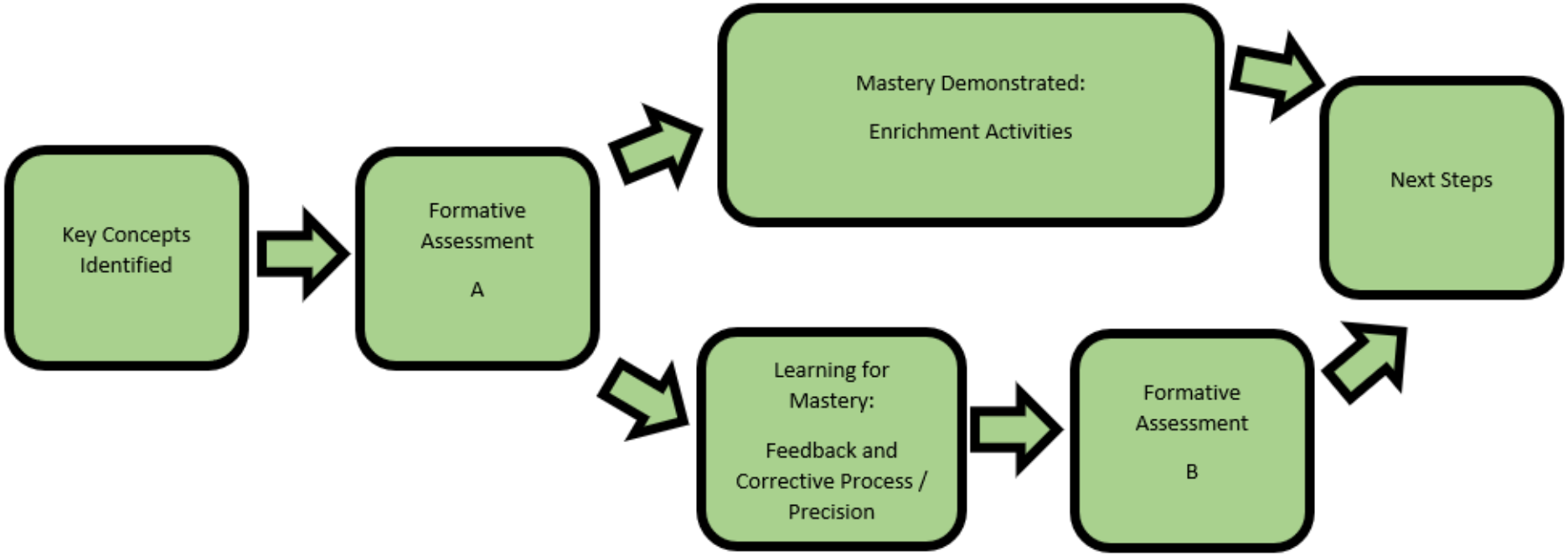
We aim to create an ethos where pupils feel good about achieving excellence and both achievement and effort are celebrated. Pupils are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods.

The school has created a **mastery** approach to teaching and learning flowchart which is embedded across school provision.

More Able

The school has created a **mastery** approach to teaching and learning flowchart which is embedded across school provision.

Mastery Learning – Teaching and Learning Approach



More Able

Mastery Learning – Teaching and Learning Approach Guidance

Teacher identifies and organises key concepts all pupils are expected to master. This is in line with the Howard Essential Knowledge.

Teacher prepares pre-assessment and enrichment materials.

Pupils need to be exposed briefly to the upcoming content.

Pupils will take part in brief instructional and practice time in order to ascertain next steps in learning and determine their level of understanding. Feedback is given.

Pupils who have previously mastered the concepts should work on enrichment activities whilst other pupils experience direct instruction.

Following the initial input, the teacher determines who has mastered the content and who needs additional guidance.

Keep records of the formative assessment process and which enrichment activities the pupils have taken part in.

For those children who have not mastered the concept, new instruction/guidance is presented in a different way, perhaps using manipulatives or other hands on approaches. Corrective activities are also undertaken. Same day intervention will take place to support learners and this may also be the case for children who have the potential to access the enrichment opportunities.

Pupils who have mastered the material are given enrichment opportunities, while those who have not mastered it receive additional instruction/practice.

For those children who did not master the concept originally, formative assessment is again undertaken to determine progress.

Meet regularly with pupils who are in need of support (at all levels) to help them locate resources, to develop confidence in choosing challenging work and to learn to follow the behavioural expectations of working independently.

More Able

Outside the classroom

We aim to provide activities that will enrich and extend the experiences of our most able pupils. We strive to provide outdoor activities that are exciting and challenging in order to inspire and develop the skills of our most able pupils. We also provide a varied programme of specialist teachers, after school clubs, visiting experts and curriculum days/weeks.

Monitoring

The progress of the Most Able children will be monitored at Pupil Progress Meetings and used to inform provision planning. We follow the principles of the Assess – Plan – Do – Review cycle, using assessment to inform provision and planning and then reviewing progress to once again inform planning and delivery.

Information on the Most Able pupils will provided on transfer between classes and between schools.

Roles and responsibilities

Class Teachers are ultimately responsible for the progress and attainment of all their pupils. Class Teachers will:

- Take steps to identify the Most Able pupils using the methods identified in this policy.
- Assess the progress of the Most Able pupils through normal classroom and whole school assessment cycles.
- Plan and implement appropriate provision.
- Record strategies used in Pupil Progress Meetings documentation.
- Deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the Most Able.
- Review provision regularly.

The **Headteacher** will:

- Ensure all staff involved with identified children know of their particular needs.
- Update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs.
- Monitor the progress made by the children.
- Ensure that provision for the Most Able is reflected in scrutiny and moderation activity, pupil conferencing, lesson observations, work sampling and Pupil Progress Meetings.

More Able

The **Governors** will:

- Have oversight of policy and provision for the Most Able and review this through the School Development Committee.

Working in partnership with parents

The school actively promotes a culture of a school-parent partnership in order to enable each child to reach their full potential. Parents are warmly welcomed to speak to their child's Class Teacher, the Inclusion leader or Head teacher through the school year to discuss any matter.

This policy should be read in conjunction with the:

- Inclusion Policies
- The Howard Local Offer
- SEND Information Report
- Accessibility Plan
- Curriculum subject policies
- Assessment policy
- Pupil Premium Policy

Inclusivity

Reasonable Adjustments in the Curriculum

Curriculum leaders recognises the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious curriculum. Within all curriculum areas, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

Access for all

At Ackworth Howard we develop an inclusive curriculum through:

- Setting suitable learning challenges: It is the aim of the school that children should be given achievable learning targets, and be motivated by success. This may involve deepening children's historical skills and understanding, so that all children's learning needs are catered for, and pupils achieve as high a standard as possible.
- Responding to pupils' diverse learning needs: The curriculum is planned so that all pupils can take part in lessons fully and effectively so that there is an equality of opportunity through teaching approaches.

The curriculum is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome. This is achieved through:

- Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in lessons.
- Pupils' understanding being developed through the use of all available senses and experiences.
- Aspects of the programmes of study that may present specific difficulties for individuals being identified.
- An inclusive curriculum is also achieved through:
- Support to access texts (e.g. audio or larger print).
- The use of alternative communication methods e.g. ICT or speech.
- Non-visual meaning to access sources of information when undertaking historical enquiry.

In assessment, judgements allow for the provision described above.

Impact

Continuous Self-Evaluation

Pupil Achievement

Pupils attain within a coherent curriculum resulting in pupils who make strong gains in their learning. They are given opportunities to achieve the greater depth standard. Assessment documentation demonstrates that knowledge and skills are embedded throughout the curriculum. Children Know more, remember more and can do more.

Personal Development

Children flourish through living the 'Ackworth Howard Christian Vision and Values' both within their learning and through their behaviours in and around school. They learn how to keep themselves safe both within school but also the wider community. The choices children make benefit the school and supported communities.

Pupil Outcomes

Developing the mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos, ensures that learners develop confidence, embrace creativity and enhance their knowledge and skills so that they experience 'life in all its fullness.'

Headteacher | Leadership Team | Subject Leaders | Governors | Other Key Stakeholders

Comprehensive systems have been developed through our Monitoring, Evaluating and Professional Development strategy which enable leaders to identify impact and next steps.

Review School Development Plan / Associated Policies

Roles, Responsibilities and Review

The Role of Curriculum Leaders

- Write and execute subject development plans.
- Have responsibility for the purchase and organisation of resources where appropriate.
- Raise the profile of designated curriculum areas and ensure curriculum coverage.
- Ensure designated curriculum areas meet the statutory requirements of the national curriculum and the broader Howard Essentials.
- Engage in appropriate professional development to develop personal knowledge and expertise, and to share this in school.
- Contribute updates to the school newsletter and the website for all stakeholders.
- Monitoring and evaluation takes place in order to assess the IMPACT of subject leader actions and evaluate the implementation and impact of the curriculum. A school template is used to record evaluations.
    - Subject leaders undertake monitoring activities to evaluate the impact of their work and identify next steps. Activities include:
    - Reviews of planning documentation
    - Visits to lessons
    - Book scrutines
    - Discussions with staff and pupils
    - Instructional coaching where appropriate

Subject leaders support teachers with ensuring:

- The design of a knowledge rich curriculum
- The sequencing of concepts in small steps
- Coherent mapping and coverage
- A blend of knowledge and experience
- Pitch of delivery
- Integration of reading
- Tiered questioning and problems
- Delivery of core essentials

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed.
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement.
- Explaining to parents how they can support their children with homework.
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- Sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term.
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.
- Involving parents in all aspects of SEND provision.
- Hold events such as Inspire Mornings where parents are involved in their child’s learning journey.

Roles, Responsibilities and Review

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the schools' teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders, school improvement leaders and the Headteachers progress report to governors, as well as a review of the in-service training sessions attended by staff.

Roles, Responsibilities and Review

Monitoring & Review

This policy is a live document, being constantly updated. The curriculum has long, medium and short-term development plans, which forms part of the overall School Development Plan, drawn up and executed by leaders in school. These plans will affect the contents of this policy, and it is the responsibility of the Headteacher to maintain this.

The policy will be used to support the monitoring of teaching and learning throughout the school in order to ensure consistent approaches in line with the schools vision. It will be regularly reviewed with staff and will be discussed with new staff working in school as part of their induction process.