



## Rationale

The school aspires to provide the highest quality teaching, along with challenging and stimulating learning opportunities for each and every pupil. The Teaching and Learning Policy sets out to make explicit the different ways in which this can be achieved so that every pupil can leave school with good qualifications, a love of learning, and the skills needed for success.

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## 1. The Academic Curriculum

At Key Stage 3, pupils study all of the subjects within the National Curriculum, and Drama:

English	History
Maths	Modern Foreign languages (French or Spanish)
Science	Music
Art, Design and Technology	Physical Education
Computing	PSHE (Personal, Social and Health Education, and Citizenship)
Drama	Religious Studies
Geography	

More curriculum time is given to the Core Subjects of English, Maths and Science than to other subjects.

At the end of Year 9, pupils make choices about what subjects they want to study at Key Stage 4. Some subjects are compulsory, English, Maths, Science, Physical Education and, as a Church of England School, Religious Studies. Pupils then make choices from:

Art GCSE	Geography GCSE
Business BTec	History GCSE
Computing GCSE	Modern Foreign Languages (French and/or Spanish) GCSE
Design and Technology GCSE	Music GCSE
Drama GCSE	Physical Education GCSE

Within Science, pupils are directed into the most appropriate subject for them – either Triple or Double Science. PSHE continues to be taught although there is no examination.

Pupils are directed to choose one E-Bacc subject (Geography, History, French, Spanish or Computing) in order to fulfil the requirements of the Progress 8 measure.

## Groupings

Pupils in Year 7 are placed into mixed ability classes and mentor groups, where they remain until the end of Year 11, except under exceptional circumstances. In some subjects, pupils are placed into Band A or Band B. The bands are of equal ability, and serve simply as a mechanism to reduce class sizes where needed. For instance, in Year 8, pupils are 'set' in Computing, Drama, MFL and PSHE. In Year 9, they are 'set' in Geography, MFL and PSHE.

At Key Stage 4, there is generally setting by ability in the Core Subjects of English, Maths and Science. Decisions regarding groupings and the placing of pupils are made by the Curriculum Team Leader. Option subjects in Years 10-13 are grouped depending on the pupils who happen to have chosen that subject in that Option Group.

## Mixed Ability teaching at Key Stage 3

Many subjects at Saint Cecilia's are currently taught very successfully in Mixed Ability groupings, and from September 2017 all classes at Key Stage 3 will be taught in Mixed Ability groups.\*

### Teaching Principles for Mixed Ability teaching

1. Teachers teach to the top and differentiate down. Teachers teach to the most able pupils in the class, and then provide differentiated support for the less able.



2. The chillies symbol is used to show the levels of challenge for tasks set. Three chillies is used for the most challenge, and one chilli for the least.
3. Bloom's Taxonomy is used to differentiate levels of challenge in questioning.
4. Teachers have detailed knowledge of pupils' prior attainment, target grades and special needs through the school's Information Management System, SIMs, and through MINT, an online database which creates seating plans using pupils' photographs and other information from SIMs. Teachers have these printed and to hand in lessons.

\*In Years 8 and 9 some classes remain in sets. Year 8 – Drama, Computing, MFL and PSHE. Year 9 – Geography, MFL and PSHE. This is simply for timetabling purposes.

### The Extra Curriculum

The school has a wide range of extra-curricular activities for pupils of all ages and abilities. They range from sports clubs to academic support clubs. They are not compulsory but pupils are actively encouraged to attend a least two per week because of the enormous benefit to them in terms of fitness, happiness, wellbeing and academic support.

### The Social Curriculum

The school places great emphasis on pupils' social curriculum – the way they interact with one another and with staff, and their commitment to and engagement with the wider life of the school.

## 2. Private Study

### Policy on Pupils' Private

#### Study Aim

The aim of the Private Study policy is to promote independent study as an essential part of good education. Private Study not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, including the habits of enquiry and investigation.

At Secondary School level, the Government recommends that the time spent on Private Study (homework) or GCSE Coursework should fall within the following ranges:

Years 7 and 8	45 to 90 minutes per day
Year 9	1 to 2 hours per day
Years 10 and 11	1.5 to 2.5 hours per day

Therefore, at Saint Cecilia's, the following are recommended as reasonable commitments per subject:

Years 7 and 8	20 – 30 minutes per subject per week
Year 9	30 – 40 minutes per subject per week
Years 10 and 11	40 – 60 minutes per subject per week

In Years 12 and 13 the amount of Private Study will depend on the students' individual programmes. The school will provide guidance as necessary on what has to be achieved and how much time it might take to achieve the required standard. However, it is expected that pupils will study for one hour outside of lessons, for each hour that they spend in them. For example, a pupil studying 4 AS levels, will have 20 hours of lesson time each week, and is therefore expected to spend a minimum of 20 hours of Independent Study.

The school ensures that Private Study is an integral part of the Curriculum and is planned and prepared alongside all other Programmes of Learning. Private Study is appropriate to the age, ability and circumstances of the pupils, taking into account Special Educational Needs. The school aims to ensure that tasks will be wide-ranging and structured and their purpose explained to pupils.

Private Study is co-ordinated by the subject departments and monitored by Curriculum Team Leaders. It is quality assured regularly and marked in-line with the school Marking Policies

The school uses the online "Show My Homework" and app system which assists parents in monitoring their children's homework.

The school offers opportunities for pupils to complete Private Study tasks on the school premises at the end of the formal teaching day. This takes the form of organised Homework Club for pupils who need assistance and support with the tasks set, as well as the provision of suitable accommodation for Private Study.

## **Pupils**

Pupils are expected to:

- place their planners on the desk at the start of each lesson, where practicable, as part of the routine of getting ready for the lesson
- record Private Study assignments in their planners and ask if they are uncertain what is required
- demonstrate a commitment to spending time doing the tasks set to a good standard and handing the work back on time.
- check "Show My Homework" for details of tasks set.

## **Parents/Carers**

**Parents or Carers are asked to:**

- encourage and monitor Private Study and inform the school if an issue arises.
- check "Show My Homework" for tasks set
- look at Private Study assignments completed
- discuss Private Study with their child
- sign the planner every week

**Teachers are expected to:**

- write the task on the board in large writing, clear for pupils to see
- set meaningful, challenging tasks where pupils extend their learning e.g. mark work using the Departmental Marking Policy, and return the work promptly to pupils.

### 3. Marking

#### Policy

#### Rationale

High quality marking and recording of pupils' work is intrinsic to the aim of providing high quality Teaching and Learning. Marking should be regular, formative and helpful to the pupil. It also has a wider significance, as a signal to parents, and other people looking in the books, of the academic challenge and high expectations placed upon the children. Marking forms the basis of the learning dialogue between pupil and teacher, and needs, therefore to be encouraging, as well as challenging.

#### Markbooks

Teachers may keep their markbooks manually or on a spreadsheet according to preference. These are to be available for easy reference during lessons, and a copy is to be given to any Learning Support Assistant or other adult present. Each class list should contain the following information:

- Prior data – as per the departmental protocol
- SEN information
- Identification of high, middle and Low attainers pupils
- Identification of pupils on Free School Meals and/or Pupil Premium
- Private Study record
- Reading Ages
- Target Grades both for End of Year and End of Key Stage

Teachers keep ongoing, accurate and systematic records of Classwork and Private Study which is used to track the progress of the pupils that they teach, class by class and to make their records available to Curriculum Team Leaders and the Senior Leadership Team. All records should be clear and transparent and the criteria for awarding marks and levels should have been shared with pupils through the regular use of Assessment for Learning. All teachers use the School Marking Code, both on pupils' work and in their markbooks. An Examination Grade may also be appropriate.

#### Different Types of Marking

Not all marking has to be done by the teacher and good Assessment for Learning methods can be used such as Self-Assessment where pupils are given the Success Criteria for a task, and then mark their own work; or Peer Assessment, where pupils mark each other's work.

#### Marking code

<b>Excellent</b>	Excellent effort. Classwork/Private Study has been completed to a high standard and the pupil has exceeded expectations. The pupil has reflected on teacher's comments and made improvements where necessary. (2 Points awarded)
<b>Good</b>	Good effort. Classwork/Private Study has been completed to a good standard and expectations have been met. The pupil has reflected on previous work and made improvements to future work.
<b>Satisfactory</b>	Satisfactory effort. Classwork/Private Study has been completed to a satisfactory level. Not all expectations have been met. Some effort has been made to improve work.
<b>Unsatisfactory</b>	Little effort made. Classwork/Private Study is incomplete. Little, if any, effort has been made to improve work.
<b>Poor</b>	No effort made. No effort has been made to complete classwork/Private Study. No effort has been made to improve work.

Classroom feedback is positive and immediate. Purple Pen Progress should be used as appropriate. It should include the date, a comment on what has been done well, and specific suggestions for further development. Pupils are to read, sign and acknowledge the marking. Time is allocated in class for this. Pupils are invited to write a reflection after the teacher's comment.

Books should be marked at least twice each half term.

## Monitoring

Curriculum Team Leaders monitor teachers' marking and written feedback through the regular monitoring procedures of the Quality Assurance processes.

The Leadership Team monitor written feedback and marking through Lesson Observations and Learning Walks. Feedback will be given to Curriculum Team Leaders. During Leadership Team and Curriculum Team Leader, Line Management Meetings, the findings are reviewed.

## Marking for Literacy

Any extended piece of writing should be marked for Literacy; however, shorter pieces of writing should be marked for spelling and punctuation where necessary. Literacy marking should take place alongside marking in line with the Whole School and Department's Marking Policy. Wherever possible, responses to questions, both verbally and in writing, should be in full sentences. The meanings of corrections for Literacy should be shared with pupils either through a Power Point Slide when feedback is being given, Classroom Poster or Sheet given to pupils for reference in books/folders.

## Corrections

The corrections below are worded in 'pupil speak' and can therefore be adapted for pupil books/power points/posters.

**SP** written in the margin asks you to look along the same line and look for the spelling mistake. The correct version of the word will be written above it. If there is not enough room, the wrong word will be underlined and the correct word written in the margin.

**ww** in the margin asks you to look along the same line to the word that you have used in the wrong way. It will be underlined and sometimes another will be suggested above it.

**^** between words or letters means that you have missed something out.

**//** means you need to start a new paragraph.

around a capital letter means you should use the lower case.

around a small letter means you should use the upper case.

Sometimes, punctuation missed will be added.

## 4. Quality Assurance policy

### Rationale:

Curriculum Team Leaders are accountable for the quality of teaching and learning within their subject areas. It is the responsibility of the Leadership Team to ensure that these accountabilities are upheld. This policy describes the systems and protocols in place to assure the quality of teaching and learning.

### Teaching and Learning

Teachers at Saint Cecilia's take an active part in the development of Teaching and Learning and take opportunities to enhance and develop their own classroom practice. All teachers should therefore be familiar with the Qualified Teacher Standards; will work within them; and base their classroom practice on them. Those members of the teaching staff who have crossed the threshold will be expected to be familiar with the additional criteria.

### Learning Walks

Staff undertaking Learning Walks visit a class without notice and observe for as long as is required to gain a clear picture of the quality of learning. Observers then give feedback in person, or by using a Learning Walk postcard, placed in the teacher's pigeonhole. The outcomes of Learning Walks are recorded on a Learning Walk proforma, collated centrally and digitally via CPD Genie, and contribute in part to the 'Teaching Over Time' aspect of the Appraisal system

for teachers.

## Lesson Observations

Each Lesson Observation should last at least 30 minutes, at the Curriculum Team Leader's discretion. Every teacher should be observed at least once by 1<sup>st</sup> December each year. Teachers new to the school should be observed within the first half term of appointment. Lessons to be observed are planned via the Appraisal process.

## Book Trawls

Curriculum Team Leaders should undertake a book trawl once each term. Outcomes should be shared with teachers, and any recurring matters addressed with the department team.

## Line Management

Outcomes of all Quality Assurance processes should be shared with departmental line managers.

Staff	Task	Frequency – at least
CTLs	Learning Walks	Once a half term
	Lesson Observations	Two each year, the first by 1 <sup>st</sup> December
	Book Trawls	One per term
Leadership Team	Learning Walks	Weekly
	Lesson Observations	As required

## Quality Assurance documentation

Curriculum Team leaders are asked to pass their Quality Assurance documentation to the Headteacher's PA by the end of the penultimate week of each half term.

## 5. Literacy

### Policy Rationale

As a Voluntary Aided Church of England School we believe that all pupils, made in the image of God, should gain the greatest possible life chances. Good literacy skills are essential for taking advantage of opportunities in life, both in employment and other contexts. For success in Public Examinations, pupils need good literacy skills, and for success in Employment and at a Higher Education level, literacy skills are essential.

We believe that all teachers are Literacy Teachers and, as such, should encourage the highest standards of literacy in every lesson. All members of staff in the school should promote the highest standards of literacy and a love of reading.

A literate pupil will be confident and will be more successful in life.

Our aim is to foster a love of reading that lasts a lifetime and create pupils and students who are able to utilise their reading, writing, speaking and listening skills in English fluently and confidently, adapting their writing and talk for different purposes and audiences and employing a wide and ambitious vocabulary.

We want all our pupils and students to be literate in every subject that they study, able to talk and write like an expert in each subject, using appropriate subject terminology and exploring complex issues and ideas.

Pupils should be able to research independently and make notes from a variety of sources including the Internet and be able to use appropriate reading strategies (such as skimming, scanning, highlighting etc.) to extract information from a range of texts. They should be confident in their use of phonics and able to use a range of strategies to develop their spelling, able to plan and edit texts and be able to write using varied punctuation, sentence structures and paragraphs and in different styles.

The school makes literacy a key whole school priority by ensuring that literacy is an integral part of weekly mentor time activities, ensuring that all staff are aware of why literacy is so important and ensuring that all staff know how they can improve the literacy of pupils. Literacy, particularly reading and writing for pleasure, is promoted through the library, through each lesson the pupil attends and through the teachers' positive examples to the young people in our care.

Teachers will be positive literacy role models by using an ambitious vocabulary when speaking to pupils and modelling accurate spelling, punctuation and grammar in their own writing. They will promote literacy through the teaching of subject specific vocabulary and modelling of suitable written styles for their subject. Teachers will foster a love of reading in their subjects through carefully chosen suitable texts, which are differentiated where necessary and will give specific feedback on pupils written work related to grammar and style as well as content.

### **SEND and Literacy:**

As part of our aim to improve literacy across the school, the SEND department aims to assess all reading and spelling ages and make this data available to staff. From this data, the SEND department will run intensive literacy support for the pupils in the school with the lowest reading ages and provide initial literacy guidance for all new staff.

In addition, the Literacy Co-ordinator, through the Bethany Centre, will promote literacy improvement through assemblies, literacy events and staff training and develop literacy improvement through partnership work with other departments.

### **The Library and Literacy:**

The librarian will encourage pupils to borrow, read and review fiction from the library and will help to develop a culture of reading across the school by involving teachers from all departments in library initiatives, by engaging pupils in quizzes and activities that promote reading and by inviting authors to come in and talk about their work. The librarian will promote information literacy and the proper use of a variety of sources for schoolwork.

### **Literacy Activities may include:**

<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>
Encouraging pupils to read out loud Encouraging pupils to read in pairs Encouraging pupils to read in groups Checking understanding of key terms in a text Revising high frequency words regularly Asking pupils to highlight key terms or points in a text	Plan, draft, discuss and reflect on their writing Write for a range of purposes and Audiences Make notes in a variety of formats (brainstorming/mind mapping, Teacher modelling good examples of Writing Using sentence starters and writing	Exploring and developing ideas with others through talk Allowing pupils to ask questions as well as answer them Working collaboratively with others Exploring ideas through role play Pupils talking about what they write before they do it
Developing a range of reading strategies such as skimming, scanning, reading backwards and forwards and using context. Discussing the key ideas in a text Asking pupils to identify the text type, purpose and audience of a text Teacher modelling of good reading	Frames Editing work using a highlighter Editing another pupil's work, setting them writing targets Teaching pupils how to write for different purposes and audiences Learning the spellings of Key Words	

## **6. Sex and Relationships Education**

### **Policy Rationale**

The teaching of Sex and Relationship Education is rooted in a framework of values which are mainly, but not exclusively, Christian, and reflects the diverse and inclusive nature of our Community. Effective Sex and Relationship Education is essential if young people are to make responsible, confident and well-informed decisions about their lives. It should be taught within a moral, family-orientated and Christian context.

As part of Sex and Relationship Education, pupils should be taught about the nature and importance of marriage and family life in bringing up children, and the significance of stable relationships as key building blocks of Community and Society.

Sex and Relationship Education is lifelong learning about physical, social, moral, spiritual and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Parents and Carers are the key people in teaching their children about sex, relationships, and growing up. Bodies within the wider community such as Health Professionals etc. may also have a valuable part to play.

To promote an understanding of the personal, physical, emotional, moral, spiritual and legal dimensions involved in sexual relationships, having regard to a pupil's own Religious and Moral Principles and Parental Guidance.

### **Attitudes and Values**

- To help pupils learn the importance of values, morality and individual conscience, within a framework which is mainly, but not exclusively, Christian.
- To help pupils explore, consider and understand moral dilemmas such as abortion and genetic developments.
- To enable pupils to understand the value of family life, marriage and stable and loving relationships for the nurture of children.
- To encourage pupils to learn the value of tolerance, respect, love and care.
- To develop Critical Thinking as part of decision-making.

### **Personal and Social Skills**

- To help pupils recognise the importance of personal choice in managing relationships so they do not present risks to health and personal safety.
- To help pupils to manage emotions and relationships confidently and sensitively.
- To help pupils appreciate the need for self-restraint and self-control.
- To help pupils to recognise and be able to discuss sensitive issues such as sexually transmitted infections and sexual bullying.
- To encourage pupils to develop self-respect and empathy for others.
- To help pupils to learn to make choices based on an understanding of difference and with an absence of prejudice.

### **Knowledge and Understanding**

- To ensure that pupils understand physical development at appropriate stages.
- To help pupils understand human sexuality, reproduction, sexual health, emotions and relationships.
- To enable pupils to know about contraception, safer sex and the range of local and national sexual health advice and support services.
- To ensure that pupils know about legislation relating to sexual behaviour.
- To help pupils understand that they have a right not to be sexually active and the benefits to be gained from delaying sexual activity.
- To help pupils understand the consequences of unplanned pregnancies and the responsibilities of parenthood.

## **Religious, Moral and Values Framework**

All aspects of Sex Education will be taught in a relaxed, friendly but business-like manner by teachers who know the pupils and have established good relationships with them. Open discussion will be encouraged and supported by videos, worksheets and, where appropriate, visitors from the National Health Service and other relevant organisations.

The Governing Body believes that the purpose of Sex Education should be not only to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction but also should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner within a framework of Christian values. Pupils will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood.

Pupils will be encouraged to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. They will also be encouraged to recognise the physical, emotional, moral and religious implications and the risks of certain types of behaviour, and to accept that both sexes must behave responsibly in sexual matters. There will be plenty of opportunity for pupils to ask individual questions both in the classroom and on a one-to-one basis. Staff will recognise that some questions are not suitable for answering in a classroom situation but at the same time appreciate that it is not appropriate to give pupils one-to-one counselling.

Staff will, at all times, respect a pupil's right to personal privacy but encourage free discussion with parents/guardians or referral to another appropriate person. The importance of the family structure will be stressed at all times.

## **Equal Opportunities**

The school will endeavour to deliver a thorough and comprehensive sex education programme to all pupils regardless of age, sex, ethnicity, religious background and academic ability.  
Organisation of Sex Education

Sex Education will be delivered by subject teachers where it falls within the National Curriculum programmes of study for Science. Education regarding Relationships is also taught through Religious Studies and Personal, Social and Health Education lessons.

The Governing Body believes that all pupils are entitled to a broad, balanced sex education but also recognises a parent's right to withdraw her or his child from the aspects of the curriculum which do not form part of the National Curriculum.

## **Specific Issues Statements**

Staff must appreciate that whilst they can instruct a class about contraceptives they cannot give one-to-one advice to a pupil.

Staff must also be aware that if a pupil under 16 discloses that she or he is having under age sex they are to inform the Designated Member of Staff for Safeguarding and encourage the pupil to tell her/his parents.

All staff will be made aware of the Legal Context within which the teaching of Sex Education and related matters takes place.

In the case of sexual abuse, the school's Child Protection Policy involves Police and Social Services in an Inter-Agency Procedure. The school recognises that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the responsibilities which sexual maturity brings. The teaching offered at Saint Cecilia's will endeavour to be complementary and supportive to the role of the parents and will have regard to parents' views about its content and presentation.

## **Dissemination of the Policy**

The Sex and Relationships Policy will be distributed to all staff as part of the Staff Handbook and will be available for any parents who wish to read it.

## **Procedures for Policy Monitoring and Evaluation**

The Governing Body will review this policy biannually, delegating overall responsibility for its monitoring to the Head Teacher, through the CTL PSHE.

## **7. Collective Worship Policy**

### **Rationale**

The school serves to Glorify God through Outstanding, Enjoyable Education. Collective Worship gives pupils opportunities worship God and to experience the rich diversity of Anglican Worship. This worship takes the form of: Mentor Meetings; Assemblies (Year, House and Whole School); Communion in the Community; the Carol Service; Christian Extra-Curricular Clubs; the Retreat Programme; and an annual Whole School Service at Southwark Cathedral.

### **Aim**

This Policy aims to provide pupils attending the school with the opportunity to:

- worship God
- reflect on values that are explicitly Christian within the context of their own beliefs
- develop a Community spirit, a common ethos and shared values
- consider spiritual and moral issues
- respond to the worship offered
- express own spirituality in an appropriate way.

### **School's Responsibility**

The school will provide a Daily Act of Collective Worship attended by all pupils, except those whose parents have exercised their legal right to withdraw their children.

The Governing Body is responsible for the provision of the Daily Collective Worship in consultation with the Head Teacher. It will be explicitly Christian in character and reflect the Anglican foundation of the school. However, the collective worship will also reflect the multi-cultural nature of the school community and acknowledge that children and staff from other faith communities, and none, share equal status with those from a Christian tradition.

### **Implementation**

Collective Worship will:

- be accessible to the whole Community, staff and pupils
- include a variety of elements at different times, including the celebration of achievement
- involve the pupils.
- end with The Grace

### **Monitoring, Evaluation and Review**

The Governing Body will review this Policy annually and assess its implementation and effectiveness. The Policy will be promoted and implemented across the school. The School Chaplain will arrange the collation of feedback and review from pupils, staff and parents.

## **8. Policy on Stretch and Challenge Rationale**

Saint Cecilia's is fully committed to the equality of opportunity for all pupils. Every pupil, of whatever ability, has the right to be challenged and encouraged to develop to their full potential.

Gifts and talents are not inherent attributes, but are instead developed and created over time, through stimulating activities, inspirational teaching and a strong questioning ethos. Pupils exhibit gifts and talents in different subjects or topics at different times. All pupils must therefore be provided with challenging and thought-provoking lessons and activities to give them the opportunity to develop these gifts and talents.

The More Able Register must not remain static, but be flexible, reflecting the changes in gifts and talents in pupils.

### **Definitions**

'Academically More Able Pupils' is the term given to pupils who display a gift or talent in a subject or topic.

### **Identification**

Pupils/students can be identified throughout their time at Saint Cecilia's and identification is a continuous process, where pupils are added or removed from the register as their gifts and talents grow or wane. The department lists are regularly reviewed and updated by members of teaching staff and the Stretch and Challenge Co-ordinator.

Pupils/students will be identified in subject areas using department checklists, created by department teachers. The department checklists place more emphasis on enthusiasm, skills and knowledge, rather than attainment.

Sharing of a pupil's inclusion on department registers will not necessarily be shared with the pupil or parent/carer, but will instead be used by the teacher to ensure that appropriate stretch and challenge activities are provided to the pupil.

Department Registers will be saved on SIMS, and will be visible on lesson monitor when a teacher takes the register for the lesson.

### **Provision**

The majority of provision to provide Stretch and Challenge to all pupils should occur in the classroom. Teachers should provide challenging, stretching and engaging learning opportunities to all learners, and differentiate 'downwards', through effective scaffolding of the task. This will enable all pupils to be sufficiently challenged but given the necessary support to access the task where necessary. All pupils should be given a variety of activities that engage and develop their thinking skills. Questioning should be used to further pupils' understanding, using the Higher Order Thinking Skills as described in Bloom's Taxonomy.

The Stretch and Challenge Co-ordinator will provide all pupils with the opportunity to take part in a range of opportunities to extend and develop their understanding of a variety of topics. In the past, this provision has included: Magistrates' Mock Trial; Cambridge Challenge Days for Year 10 and Year 12; More Able Activity Days; Early Entry GCSE in Astronomy; Engineering for Girls Day at Imperial College; New Views Theatre Project; Oxford Taster Days for Year 10; Student Voice events; Cambridge Subject Matters for Year 12; Urban Scholars at Brunel University; Higher Project Citizenship Qualification with Year 9; Extended Project Qualification with Sixth Form Students and Workshops run by the Local City Learning Centre.

A wide range of Enrichment Opportunities are offered by departments, such as After School Clubs, Competitions and Trips. When appropriate, departments offer Extension Clubs in preparation for National Examinations.

### **What each Department should do**

The CTL or ACTL in each department will be responsible for 'Stretch and Challenge' in their department. This 'link' is responsible for ensuring that departments are continually identifying and reviewing their department 'More Able' list, and all members of staff working in the department have a copy of the More Able Characteristics, specific to that subject. The 'link' will also disseminate ideas for good practice to their departments, from meetings with the Stretch and Challenge Co-ordinator.

Provision for More Able Pupils should be an area of focus for lesson observations/feedback and should be discussed on a regular basis at Department Meetings, with teaching ideas and activities disseminated among all teaching staff in the department.

Departments should provide provision for pupils who have been identified as More Able in their subject. This might take the form of an extra-curricular activity, trips within school time, early entry GCSE or another activity. A record should be made of what provision has been made, when and who has benefited from it.

Departments must also ensure that all Schemes of Work are challenging and provide clear examples of appropriate activities to stretch and challenge all pupils.

### **What Individual Teachers should do**

Individual teachers must ensure that all pupils are provided with stimulating and challenging work in all lessons. Pupils should be provided with differentiated work, through a variety of means, such as by outcome, resource, task or support. Teachers should stretch the understanding of pupils through the use of Higher Order Thinking Skills, particularly through their questioning, with more open-ended questions. Pupils often thrive with open-ended, investigative tasks, where the pupils themselves can choose what to research or find out and how to present their information.

Teachers may wish to read around the subject of Stretch and Challenge and conduct their own research into the impact of the provision. A good starting point is Barry Hymer's Gifted & Talented Pocketbook: Teachers' Pocketbooks, 2009.

Teachers must be aware of who has been identified on their Department List and keep this information up to date. This information must be present in Mark-books and on planning.

Teachers should use the stretch and challenge symbol as seen below, to signal what activities will provide particular stretch or challenge, in their PowerPoint presentations and worksheets.

### **The role of the Stretch and Challenge Co-ordinator**

The Stretch and Challenge Co-ordinator will be involved in tracking and monitoring the provision through Lesson Observations, Learning Walks, Book Trawls and Pupil Interviews. Feedback will be provided to Classroom Teachers and the Senior Leadership Team, with follow up sessions for teachers or departments to discuss activities, resources and teaching ideas to develop provision further.

### **Monitoring of Pupil Progress**

Teachers are to assess the progress of all pupils, and add/remove pupils from the Department Registers as necessary. This links to Whole School Tracking of Pupil Progress, in particular the attainment and progress of More Able Pupils.

### **Evaluation of Impact**

Departments are to monitor the impact their provision has had on the pupils' knowledge, skills and love of their subjects. This could be through surveys after a Unit of Work or Trip, work produced in a Unit or Examination Results.

The Stretch and Challenge Co-ordinator will evaluate the impact of opportunities they provide to pupils, through surveys, questionnaires and interviews. They will also look at the pupils attending extra activities, to ensure that pupils of all abilities, ethnicities and backgrounds are able to access the additional provision offered.