



TEACHING & LEARNING POLICY

Review Schedule:

Date:	Comment:	Reviewed by:	Next Review due:
October 2008 (V1.0 & 1.5)	First creation – draft for discussion. Combining existing policies to provide a simpler policy structure.	A. Green-Howard (Deputy Head)	Agreed final due January 2009
March 2009 (V2.0 & 2.5)	Following discussion in Senior Staff & Whole School consultation. Amendments made.	A. Green-Howard (Deputy Head)	To be made ‘first approved’ by July 2009
June 2009 Version 3.0	First approved. Issued to staff	A. Green-Howard (Deputy Head)	June 2010
June 2009 Version 3.5	Includes Girls Division Learning Support policies as appendices	A. Green-Howard (Deputy Head)	June 2010

Introduction

This Teaching and Learning policy is intended to replace a number of related curriculum policies, bringing together all the elements that impact the school's core purpose: the provision of a high quality education for all the students.

Context

“The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.”

Jean Piaget

The school's primary aim is to enable every learner to achieve their full potential, whatever that is. To this end, this policy & related documents will provide the framework for discovering every individual's potential, helping them to understand it, provide effective learning experiences that help them grow towards it and provide support when the journey towards the potential veers off course.

Curriculum

All students are entitled to have the opportunity to participate in all aspects of school life. The Curriculum must therefore be differentiated so as to be relevant and meaningful to students at different stages and with different aptitudes and aspirations. The needs of each individual are addressed by separate consideration of:

- Lower Schools: Years Reception to 6
- Middle School: Years 7 to 9
- Upper School: Years 10 and 11
- Sixth Form: Years 12 & 13
- The National Curriculum
- Careers Education and Guidance
- Personal, Social & Health Education
- Extra-curricular provision

Policy Link:

For further details of the curriculum provision in the sections of the school, please refer to:

- Beech House Curriculum Policy (Reception, Year 1 & Year 2)
- Junior School Curriculum Policy (Years 3 – 6)
- Middle School Curriculum Statement (Years 7 – 9)
- Upper School Curriculum Statement (Years 10 & 11)
- Sixth Form Curriculum Statement (Years 12 & 13)
- Girls' Division Arts Policy

The guiding intentions behind the construction of the curriculum are to:

- offer students a variety of learning experiences in each of the following areas:
 - aesthetic and creative
 - human and social
 - linguistic and literary
 - mathematical
 - physical and recreational
 - scientific
 - spiritual and moral
 - technological
- develop personal skills such as those of adaptability, initiative and teamwork;
- stimulate intellectual growth by offering flexible teaching and learning strategies;
- maximise career possibilities by ensuring broad and balanced options' systems;
- assist the learning process by providing sufficient and appropriate human and material resources;
- ensure progression and coherence by regular monitoring and evaluation;
- provide equality of access to all individuals, taking due account of special needs or disabilities.

Each section of the school will adopt these intentions and principles, interpreting them as appropriate to the age range of the section.

Specific Curriculum Policies

As part of the school's commitment to recognising & celebrating achievement, where appropriate, the school shall apply for national recognition in any aspect of the school curriculum where such recognition is available.

As part of this process, there will be the creation of specific curricular policies, which will be created under the banner of this policy.

Recognition:

Arts Council Arts Mark: Awarded June 2008. Review June 2011

Arts Policy created September 2005, last reviewed October 2007

BECTA ICT Mark: In development

Geography Mark: In development

International School Award: In development

Monitoring and Assessment

In order to meet our aim, there is a need to monitor and assess pupil progress, both in the short term (i.e. within and between lessons) and the long term (i.e. year-on-year and across key stages).

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Good practice identifies assessment which:

- 1 Promotes and Supports Learning**
 - identifies what pupils know, understand and can do
 - enables consistent monitoring of pupil progress
 - identifies individual learning styles
 - identifies individual learning strengths and weaknesses
 - encourages progression in learning

- 2 Informs Teaching**
 - assists lesson planning
 - informs review of content and skills
 - promotes a variety of teaching strategies
 - enables consistent monitoring of teaching progress
 - encourages self reflection

- 3 Is both formative and summative**
 - promotes a shared learning culture
 - provides clear and regular feedback
 - diagnoses learning difficulties
 - measures pupil performance
 - identifies clear and shared targets for pupil progress
 - promotes differentiation by outcome
 - informs subject choice and career decision making
 - provides effective and progressive pupil records
 - informs regular reporting to parents

- 4 Uses appropriate and diverse strategies**
 - is both formal and informal
 - accommodates a variety of learning styles
 - tests a range of skills
 - encourages effective and standardised marking procedures
 - is both quantitative and qualitative
 - is carried out in a range of contexts

- 5 Recognises ALL pupil progress and achievement**
 - rewards progress, effort and achievement
 - fosters motivation and promotes a commitment to learning
 - creates opportunities for self direction
 - fosters self esteem and social development

6 Develops the capacity for Self Assessment

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports pupils in self and peer assessment activities
- engages pupils in realistic target setting

7 Fosters a shared involvement and responsibility between School and Home.

*This should be seen as a list of good practice, rather than a checklist that must be completely fulfilled.

Appendix 1 & 2 outline the details of how the school monitors and evaluates pupil progress.

Policy Link:

For further details of the assessment and monitoring in the lower sections of the school, please refer to:

- Beech House Assessment & Monitoring Policy (Reception, Year 1 & Year 2)
- Junior School Assessment & Monitoring Policy (Years 3 – 6)

Rewarding Achievement

The school has a clear & concise structure for rewarding positive behaviour/achievement & penalising negative actions. These fall naturally between the behaviour & curriculum and as such can be used for either.

Each department must clearly publicise its policy on the awarding of **merits** & must ensure that each student is aware of what is required to gain a merit. However, the over-riding principle for the awarding of a merit is the fact that it must be achievable by all students. To this end, the departmental statement needs to include details on how this is to be achieved. It would not be appropriate, for example, for merits to be solely awarded for achieving above a certain score on work, as this would only be achievable by students at the top of the ability range.

As part of the monitoring process, the regular *attainment grades* recorded are used to prepare the '**Traffic Light**' records. These show the attainment of students against their *minimum potentials* (See Appendix 2). A student who records a 'Green' traffic light at the end of the year will receive a postcard sent home to indicate that she has achieved above her potential during the year.

Policy Link:

For further details of rewarding achievement, please refer to:

- Beech House Behaviour Policy (Reception, Year 1 & Year 2)
- Junior School Behaviour Policy (Years 3 – 6)
- Senior School Behaviour Policy (Years 7 – 13)

Recording and Reporting

Supporting Commentary:

Staff who give an honest assessment on a pupils progress / attainment will be fully supported by SMT, providing there is a clear paper trail, showing that intervention strategies have been attempted &/or warnings have been issued either to HoS or Learning Support. The first time a parent hears that their daughter is underachieving should not be on the end of year report. We must at all times be honest about the progress and ability of the girls – if any one department or individual is overly optimistic, fearing some form of reprimand from parents or SMT, the consequence is more problems later down the line, when there is less time to deal with the issues raised.

‘Full & Reliable records’ can simply just be a markbook, with codes / teacher’s notes indicating work done & attainment in various activities. Assessment objectives would be recorded in lesson plans, either in the departmentally set timings or in the individual teacher’s planner (or both). This is what happens anyway; a teacher puts marks in their markbook following a set piece of work such as homework & records how well each girl did as a mark in the markbook. Possibly with some sort of accompanying code to indicate quality (I have approx. 10 symbols to indicate late, messy, incomplete, etc...). In my planner, when I’m preparing the lessons, I make reference to what I want to achieve in each lesson; i.e. is put the lesson objectives recorded there. If I know the course well, I may refer just the a departmental scheme of work.

In this light, what most teachers do anyhow, i.e. plan lessons in some form of a planner, set work, collect it in, mark it & record it in a markbook, with use of codes to indicate specific issues meets the statements on needing to maintain records on individuals progress. When this is added to class tests, departmental tests & year group tests at various points through the year, there is in this data the full requirements in the policy.

Written records form the evidence to support the monitoring and intervention that enables individual potential to be realised. Records of student progress will mainly be in the form of class teacher markbooks, Form Tutor & Head of School records and in the formal school reporting structure, AimHigh.

The class teacher must maintain full, reliable records of the work completed by each of their students. These records must:

- be dated, regularly recorded and objective in content,
- indicate the nature of the work undertaken and, where appropriate, the assessment objectives,
- take account of attendance,
- show progression both in acquisition of skills as well as knowledge & understanding.

Summative records must record how the individual is progressing compared to her potential and not to a class or year average. Intrinsically, comparing an individual against a class average is fundamentally wrong; not least because there will always be half the class who lie below that average (and usually the same students). This process ranks individuals against an arbitrary scale of ‘cleverness’ and does not recognise the individual characteristics of each student and as such class averages can breed dissatisfaction within the group as well as lowering self esteem.

Records of an individual’s progress, then, exist in a number of different locations. The class teacher’s markbook records the short term recording of assessment and as such is an invaluable record of pupil progress. Each teacher is responsible for maintaining their markbooks and these must be held securely even after the teacher no longer teaches that class.

Following changes to government legislation in June 2008, the data held in a teacher’s markbook is considered sensitive material. As such, every teacher has a duty, under the data protection act, to ensure that their markbooks are securely stored, in order to maintain confidentiality. Teachers are entitled to take their markbooks out of school, but must ensure that they are stored safely. If their markbooks are electronic, they must be secured by a separate password if they are removed from school. **Teachers mark books must be stored securely and destroyed or returned to the school after they are no longer needed.**

The form teacher, Head of Year and Head of School will have access to further records, ensuring that an overall picture of each student's progress is quickly and easily accessible. These will gradually build up in the secure folders for each student on the school network, in the school's management information system (MIS), Facility and in the reporting system, AimHigh.

Reporting to Parents

The school aims, in the Middle School, Upper School & Sixth Form to provide a single point of reporting to parents in each term. There will be, in principle, either a consultation evening, an interim report or a full report on every girl in each term. These dates are published annually in the '*Events & Deadlines Diary*'.

This system relies heavily on two other elements:- The baseline tracking & monitoring process and the total honesty of all staff!

The comments (& in some cases, levels of attainment gradings) **must** be related directly to each individual girl's minimum potential. If there is any concern about a girl's minimum potential, this should be discussed in the first instance with the Head of School and then the Deputy Head. These minimum potentials are calculated from the girl's MidYIS score, and prove to be a reliable indicator of future progress.

It is essential, however, that every report gives an honest indication of a girl's progress & attainment **at that point in time**. Where a girl is causing concern, the sooner this is brought to the attention of the girl (& her parents), the easier it is to support her in making future progress. Conversely, where a girl is working as hard as she can, and is in line with her Minimum Potential, but is not achieving as much as, perhaps, parental pressure expects, then this should also be noted. Obviously we do not want to discourage any individual from aspiring to high goals, but there does have to be an honest appraisal of her potential!

This also applies, therefore, to consultation evenings! All staff need to feel confident enough to talk honestly about a girl's progress in their subject. Hopefully, some of the new elements of the reporting system will identify girls who may cause concern before a consultation evening. Heads of School will deal appropriately in these cases, possibly contacting the parents beforehand so that difficult issues and confrontations do not arise on the night.

Equally well, the behaviour policy links in here, with the onus on staff to record, report & act on poor behaviour as soon as it occurs. The more information that is gathered about a girl early, the quicker & easier it is to turn her around.

Interim Reports

These are short snap-shots of a girl's progress and personal response as a learner at that point in time. In years 7 & 10, this is done before Easter, and in years 8 & 9 it is before Christmas (With the year 11 mock summary replacing the interim report in this year).

Each subject teacher will be asked to provide a 'grade' (1 – 4) for each girl they teach against a set of six personal response criteria, where a 1 indicates a high level of personal response to that criterion and a 4 is a poor response.

An attainment grade for each subject will be reported to parents at this time.

The categories are:

Punctuality	-	Arrives promptly to lessons.
Organisation	-	Brings the correct equipment to lessons (including planners).
Homework	-	Meets homework deadlines.
Behaviour	-	Works in a sensible & courteous manner.
Response	-	Responds well to advice.

Whilst the four point grading system is:

- | | |
|------------------------------------|---|
| 1. Excellent. | Maintains a very high standard |
| 2. Good. | Maintains a high standard |
| 3. Sometimes Unsatisfactory | Could be better with more effort |
| 4. Unacceptable | Falls below the standard expected from our pupils |

The **Attainment grade** should be the grade which would be achieved from a comparable level of attainment in the GCSE examination for years 10 & 11, whilst in years 7 – 9, this should be a common profile, which is set for all subjects (20% - #; 40% - A; 30% - B; 10% - C). These grades do not directly translate to GCSE potential, but closely match the school's three-year average profile. However, departments should only use this as a guideline & professional judgement must always take priority. Remember, this is **Summative assessment** and so is disassociated from the comment-only marking, etc.

There is also space for the tutor to comment, where s/he will be writing about the girl's overall attitude & attainment within school. Again, here the behaviour policy links in, with the awarding of Merits & Order Marks, etc helping to guide the tutor's comments.

Full Reports

These are longer, subject specific reports. Each subject report will contain a statement about work covered, which will be provided by HoDs. There will be the same 5 personal response criteria, so that parents can see if there has been any change in these areas since the interim report.

There will also be up to 6 subject specific criteria, which will be graded on the 1 – 4 scale. These subject criteria will be decided by each subject HoD.

There will also be a 'free-text' area, for a written comment – this should focus on areas for development, but can alternatively be used to praise girls who have worked well or improved enormously.

Full reports are written towards the end of the summer term, apart from year 11, which are written just before Christmas.

As the reports are written on computer, the screen for staff to type into will not look like the page that is sent home. Also, the computer system will do all the collating, etc. of reports. The program sits on the school network, but can easily be put on a memory stick so that reports can be written away from school networked machines.

The reports also are published on the school's secure parental web-portal for parents to access, read & download (From September 2009).

Policy Link:

For further details of recording and reporting in the lower sections of the school, please refer to:

- Beech House Recording & Reporting Policy (Reception, Year 1 & Year 2)
- Junior School Recording & Reporting Policy (Years 3 – 6)

Differentiation & Special Educational Needs

The School, as part of a foundation, maintains a ‘foundation wide’ statement of learning support. This can be found in Appendix 3. The Girls’ Division then also maintains separate Learning Support policies, outlining the specific measures in place for the differing needs of the different schools.

Policy Link:

For further details of Learning Support, please refer to:

- Beech House Learning Support Policy (Reception, Year 1 & Year 2)
- Junior School Learning Support Policy (Years 3 – 6)
- Senior School Learning Support Policy (Years 7 – 13)

Responsibilities

Every member of the school community has responsibilities in ensuring that teaching and learning is as effective as it can be. The following summarises these responsibilities:

Responsibilities of Students

We expect students to:

- come to school expecting and wanting to learn.
- approach each lesson in a positive manner, ready to listen and to be involved.
- bring to each lesson all the books and equipment required.
- keep books and files in suitable order within school or at home.
- be conscientious in the completion of work in school or at home.
- want to make progress and to seek help and advice when necessary.
- take time in thinking about how they learn best.

Responsibilities of Parents

We expect parents to:

- want to encourage their daughter in the learning process.
- take an interest in their daughter's work.
- provide a suitable work area and working conditions within the home.
- provide support in time management or organisation where necessary.

Responsibilities of Senior Staff

We expect Senior Staff to:

- keep up to date with directives from DfES, QCA and other national bodies.
- formulate whole school objectives which promote Teaching and Learning.
- allocate budgets to staffing and to resources in ways that enhance Teaching and Learning.
- ensure that staff are trained to high levels of competence within their subject area(s) but also in the understanding of what promotes successful learning.
- review the curriculum and timetable on a continuous basis to reflect changes in the requirements of different cohorts of learners.
- promote an environment in which each girl feels known and valued and in which she is provided with the opportunity to develop her potential in all areas.

Responsibilities of Classroom Teachers

Teaching: Planning content and delivery

We expect classroom teachers to:

- make use of appropriate Schemes of Work for all year groups.
- prepare lesson plans and ensure there are appropriate resources.
- plan regular assessment for all classes.
- set homework on regular basis to complement work completed in class
- identify individual students who are able or talented or in need of learning support.

- respond to the needs of each individual by considering how content and delivery can be in some way personalised.
- take account of Health and Safety issues relevant to each lesson.
- prepare appropriate tasks to be used in the case of absence.

Teaching: Executing content and delivery

We expect classroom teachers to:

- apply appropriate rules for behaviour with all teaching groups.
- keep a register and record late students/students not prepared for the lesson.
- arrange the teaching environment with due regard to Health and Safety issues.
- have clear objectives for each lesson.
- manage the time available to allow variation in activity and in style of delivery.
- give opportunities for all students to feel included and to be involved.
- incorporate appropriate assessment during the lesson and/or as homework.
- maintain comprehensive records of attainment and progress.

Teaching: Monitoring and Evaluation

We expect classroom teachers to:

- conduct informal self-assessment of lessons on a regular basis.
- evaluate their teaching through informal discussion in departmental meetings.
- be involved in informal standardisation of marking across the department.
- work with their HOD in formal standardisation of marking and moderation of coursework.

Learning: Planning for Learning

We expect classroom teachers to:

- plan lessons to support a variety of learning styles.
- plan appropriate assessment – ‘Assessment for Learning’.

Appendix 1: Target Setting & Monitoring

Who is it for & Why?

The point of target setting & monitoring is two-fold:

- 1) To identify students who are underachieving & put in support
- 2) To identify students who are achieving & deserve reward / comment

It is **not** to identify / monitor staff or departments.

How do I know the targets are valid?

The targets are set from national data, adapted to Bolton School, Girls' Division. The baseline used is the University of Durham, MidYIS data, which the girls sit in their first year of Senior School.

For the last two years, the regression data has been used to predict A-level & GCSE results. For the whole school data, at GCSE, the predictions have been less than 0.3 of a grade out this year (re-marks pending) and exactly spot-on in 2007, whilst at A-level, this year the predictions were 3/20^{ths} of a grade out and spot on last year. On a subject-by-subject level, the majority of subjects are also less than ½ a grade out as an average (although subjects with smaller numbers have statistically wider ranges and need national data to provide relevant predictions).

How does the monitoring work?

Twelve times during a girl's career from year 7 to year 11, the staff are asked to give their **professional opinion** of each girl's current level of progress. The guidance is shown as an appendix. The individual teacher, Head of Department and Year Tutor will all check the **Traffic Light** sheets (issued by the Deputy Head following each reporting event. If a girl is underachieving in a small number of subjects, then the Head(s) of department should investigate to see if there are any subject-specific issues that are holding the girl back from achieving her full potential. If there is a wider pattern, then the Year Tutor will investigate.

Any issues identified will be recorded on an 'Individual Action Plan - IAP' (Copy attached) & saved in the girl's folder on the secure shared area. For departmental issues, the Head of Department will ensure that the teacher(s) are given a copy of the IAP, whilst for wider issues, the Year Tutor will circulate the IAP (or inform colleagues that an IAP is in the secure shared area. An IAP will be

The Heads of School & Deputy Head will monitor & support where necessary.

Where do I find the information?

There is now a huge amount of data on each individual girl. To try to clarify the available data, here's a summary of what there is, how it's used & where it can be found:

1. *Minimum Potentials*

These are derived from the MidYIS system, co-ordinated by the University of Durham. They have been proved to be an extremely reliable measure of an individual's latent cognitive ability (90%+) and have an incredibly strong correlation to GCSE scores (85%+).

There is an argument that they are statistically centred & treat the girls like cattle, but they are more subtle than that, given the number of people sitting these tests annually, it is possible to see individual similarities. The basic principle is that, by using this test of cognitive ability, we can match an individual to a huge number of girls who also scored similar cognitive ability & then see how these girls achieved, hence predicting how well the individual girl should do.

Factoring in the Bolton School 'Added Value', it is possible to predict a girl's GCSE score to, on average, 98% accuracy.

As it is based on a single test, if a girl is ill, or for whatever reason has not done well (even social issues could contribute here), there is the possibility to re-test the following year. We do this for less than 5% of each year group. However, this is why the data is monitored & not shared at all except to staff during year 7.

The most up to date minimum potentials are held on Facility. You can obtain an individual's or teaching group's minimum potential by placing a secretarial job request with Julie Stone. This can either be a printed copy, or a spreadsheet. If you want to see an individual's minimum potential in a hurry, there is also a spreadsheet on drive O: (the secure staff shared area).

It is anticipated that average Minimum Potentials will be shared with parents & girls in years 8 – 11 from this September (2009). Individual subject minimum potentials will only be shared with staff, due to the smaller numbers making it less secure and prone to mis-interpretation.

2. *Traffic Lights*

These are derived from the Minimum Potentials. Every assessment period (i.e. interim reports, full reports, mock exams, etc), staff are asked to enter honest attainment grades for the students they teach into Aim High. This data is then analysed and each girls' attainment is measured alongside her Minimum Potential. If she is significantly above or below, a colour indicates this.

These are updated and circulated to HoY after each assessment session and spreadsheets are updated in the secure staff shared area, with the Minimum Potential.

Red &/or Amber flags indicate working below Minimum Potential in a number of areas & the HoS have procedures in place to identify reasons why & follow up, as outlined in the Teaching & Learning Policy.

3. *Learning Styles*

These also are stored on Facility & can be requested in the same way as Minimum Potentials. They also exist on the Minimum Potential spreadsheet in the secure shared area.

HoDs have been asked to identify aspects of the recent Alan Jervis Inset to develop in the coming year, which may include the use of Learning Styles.

4. *Individual Action Plans*

There exists in the Secure Shared Area a folder for each girl. In here can be found and IAPs created either by the Learning Support Department or the Pastoral Team. Whenever an IAP is generated, staff will be notified, so there is not the need for staff to be continually checking to see if anything has been added.

Appendix 2: Pupil Tracking and Intervention Strategies

Aim / Introduction:

The aim of tracking a student's progress is to ensure that she is making full use of her potential. Tracking students' progress through a process of comparing attainment against potential enables all girls to be supported and highlights a girl needing support at all points of the ability range.

Baseline Testing:

Virtually all girls in school now have either a MidYIS, YELLIS or ALIS baseline score¹. This baseline test, particularly the MidYIS one, provides a 'snap-shot' of each girl's potential. The MidYIS score also comes with a profile of strengths and weaknesses in four categories (Files exist on network for every girl who has a profile (IPR).):

Vocabulary Score

This is the strongest indicator of later academic achievement (although the combined score gives a broader picture). Strong correlation exists between this score and English, History & Foreign Languages. Most easily influenced by cultural issues, especially EAL.

Maths Score

This is a good differentiation for the most able as it is one of the longest sections. A high score here is particularly indicative of ability. There is a strong correlation with Maths, Physics and Chemistry.

Skills Score

Predominantly skills relating to the written word – proof reading, scanning & skimming skills. A low score here would indicate a student who had difficulties in following reasonably complex written instructions or spotting/reading fine detail or comprehension. A high score would indicate an ability in essay writing & information gathering skills.

Non-Verbal Score

This is a visualisation and 3D / pattern recognition test. This section is linked to skills in observing, visualising and, to a certain extent, manipulating objects. There is a strong correlation between this score and Maths, Sciences, Technology subjects, Geography and Art & Design subjects.

Due to the nature of the examination system in this country, the **Overall Score** provides the most reliable measure of future progress and hence is used to calculate the potential grades.

¹ MidYIS – administered in October of a girl's first year at school – usually year 7. YELLIS – administered to year 10 girls in October (being phased out as it is less reliable as a baseline). ALIS – we currently use the ALIS system to predict A-level scores from average GCSE points values.

Potential Grades

The arrival at a minimum potential grade (and, in years 10 and up, individual subject potential grades) is a statistical process. The University of Durham collect over 200,000 sets of student data and provide standardised projections based upon these results. This gives a projection of potential compared to a national average, which does cause problems of under predicting a student's potential in selective education. There has been much research into individual schools using the same processes as Durham, but with their own data, which then provides a projection that has built into in the school's intake profile.

Due to the size of BSGD, and the fact that there exists more than one year's set of data, statistically, providing our own projection data is relevant and not significantly less reliable than Durham's data. Each year, the 'regression equations' used to provide the potential grades are enhanced by including that year's exam results.

Each girl will have a potential grade, in the range 0 – 8 (using the 8-point GCSE scale, where an A* is valued at 8 points, an A is 7 points and so on). This is **not** a prediction of what a girl will achieve at GCSE, but is a measure of her potential. For girls in the sixth form, it is in the range 0 – 120 (using the 120-point scale from UCAS – 120 = A, 100 = B, 80 = C, etc).

When discussing progress with girls, the term 'potential' is more than sufficient – there is no need to discuss with any girl her individual potential grade, nor will individual subject attainment grades be discussed with girls unless there is further evidence of a girl underperforming. If a girl asks how her potential is known, then reference can be made to the MidYIS test (or ALIS for sixth form), although it should be stressed that this is only part of the evidence used to understand a girl's potential.

It may be that a student's potential is unattainable and this will become apparent fairly early on (definitely during a girl's first year. If this is the case, the Head of Section, with the Deputy Head, will adjust a girl's potential grade.

Attainment Grades

These are entered at least twice a year into a tracking sheet. The timings of these grades are set as part of the reporting schedule and are published annually. For years 7 – 10, they are usually towards the end of the Christmas term and then after the summer exams. For year 11, they are usually earlier in the autumn term and then after Mock exams, where staff also enter a prediction, based upon their professional judgement. In years 12 & 13, they are usually shortly after the October ½ term and then again just after February ½ term.

The Head of Department should examine the department's scores, as part of their monitoring of the department – are the department's scores *consistently* higher/lower than other departments? Are there discrepancies between groups?

These attainment grades are averaged, and then compared to the girl's target grade, as calculated from her MidYIS score. From this, a girl will fall into one of four categories²:

- Green:** The girl is exceeding her target, on average, by more than 1/3 of a grade.
Outcome: The girl is praised – 'certificate' of achievement sent home.
- Blank:** The girl is working, on average, in a band no more than 1/3 over and no more than 1/3 lower than her target. The girl is considered to be 'on track'.
- Amber:** The girl is working, on average, at a level between 1/3 and ¾ of a grade lower than her target.
Outcome: Form Tutor(s) and Year Tutor are alerted by the Deputy Head.
The girl is warned by the Form Tutor that she is not working at her full potential and that she needs to pull herself up a bit.
Subject teachers are asked to more closely monitor her performance and give her focussed advice on how to improve. (Especially in subject areas that are returning lower attainment grades).
If this is a repeat event, the Year Tutor will also have a meeting with the girl and seek strategies to help her improve. Specific action points will be agreed between the girl and the Year Tutor. This meeting will be recorded (see the attached example IAP) and a copy of the action points will be shared with all her teachers. Subject teachers will be asked to note the action points against the girl's name in their mark book and comment on them whenever feeding back to her, i.e. through homework.
Subject Staff are asked to feed back progress after a further ½ term of work, to see if there has been an improvement.
Learning Support are notified and, if the girl is on their lists, they will meet with her to review her progress.
- Red:** The girl is working lower than ¾ of a grade below her target grade.
Outcome: Head of School is notified by the Deputy Head.
Subject Staff are sent a 'round robin', asking to identify any particular aspects of work that the girl may be struggling with, to see if there is any particular pattern. These returns are used by the Year Tutor when they meet with the girl.
The girl will have a meeting with the Year Tutor to identify action points (again recorded on the IAP) and these will be recorded and circulated to all her teaching staff, as above. She will also have a meeting with the Head of School, to discuss why she is falling behind her target. The Year Head will monitor the girl and follow up ½ a term later, with a round robin.
Learning Support are notified and, if the girl is on their lists, they will meet with her to review her progress. This meeting is also recorded.
If this is a repeat event, the parents will be informed, in writing, that their daughter is not meeting her potential by the Head of School. The letter will outline the strategies already implemented, including the action points agreed by the girl.

² This will not apply to girls in their first year of having a target (i.e. year 7). If a girl continuously falls below (or above) her target in year 7, she will be re-tested through MidYIS in Year 8, to see if there has been an inflated target.

Working below potential – Individual Action Plan (IAP)			Amber / Red (delete as appropriate)
Pupil Name:		Form:	
Date IAP Agreed:			
Subject(s) that particularly cause concern:			
Student Comment:			
Agreed Action Points:	<ul style="list-style-type: none"> • • • • 		
A copy of this IAP will be filed on the Intranet in the girls folder on the secure drive and copies will be sent to all subject staff			
Tutor Signature:		Student Signature:	

Cause for Concern Round Robin

Amber / Red / ½ term review
(delete as appropriate)

Pupil Name:		Form:	
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Subject:		Staff name:	
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Please use the space below to comment on any particular issues that may be resulting in the student failing to achieve her potential. Please comment on work ethos & 'social' issues as well as any particular weaknesses such as organisation, spellings, comprehension, etc.

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Staff Signature:		Date:	
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Appendix 3: Bolton School (Foundation)

Learning Support Policy

Our school aims to be a centre of excellence, and to provide an environment in which individuals are respected and encouraged to reach their full potential. The school is committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled, in line with our Equal Opportunities Policy.

Pupils with special needs may, at times, require a more specialised programme than the majority of pupils of the same age, in part or all of their school work. We place a high priority on the need to provide the best possible education for such pupils, and no less than for pupils who display no learning difficulties or other problems.

A Definition of Special Educational Needs

According to the DfES SEN code of practice, “*Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.*”

Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age; or*
- b) have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.”

Definition of Learning Support

Learning Support involves interventions which are additional to, or different from, those provided as part of the school’s usual differentiated curriculum offer and strategies. Strategies employed to enable the pupil to progress may be recorded within an Individual Education Plan.

Admission arrangements

Pupils with special needs and/or disabilities are admitted to our school according to the same criteria as other pupils. Admission depends upon a prospective pupil meeting the criteria to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his/her potential and in line with the general standards achieved by the pupil’s peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident and well-educated adult. These criteria must continue to be met throughout the pupil’s time in school.

Pupils entering our school are assessed by academic ability according to a written entrance examination and an interview. The school asks parents to give written notice of any already identified special educational needs and/or disabilities in respect of a prospective pupil at the time of application.

Whole school planning, monitoring and review

All teachers have day-to-day responsibilities with regard to pupils with special needs, and the care of such pupils is seen as a whole school responsibility. The Learning Support Co-ordinator is responsible for the co-ordination of provision and is responsible to the Headmaster/Headmistress in the first instance.

Learning Support provision is planned, monitored and evaluated by the Learning Support Co-ordinator, working with the following:

Girls' Division

The Deputy Heads, the Heads of Schools, the Learning Support team, and the School Nurses, under the supervision of the Headmistress/Deputy Head .

Boys' Division

The Headmaster, the Director of Studies and his Assistant, and the Heads of Schools.

Girls Junior School

All the Junior School staff, under the supervision of the Head of the Junior School

Boys Junior School

All the Junior School staff, under the supervision of the Head of the Junior School

Other professionals, including Curriculum Support Staff and External Agencies may become involved when practicable and/or necessary.

Policy Objectives

- i) To apply a whole school policy to meeting each pupil's individual needs following the guidelines of The Code of Practice for SEN (DfES 2001) and The Disability Discrimination Act 2002.
- ii) To identify, at the earliest opportunity, any pupil who may have SEN.
- iii) To provide different levels of intervention to match the pupil's level of need, where reasonable adjustments can be made, compatible with the school's resources.
- iv) To ensure that all teaching staff and, where appropriate, support staff, are aware of each pupil's needs so that such needs may be met in all school settings.
- v) To provide INSET for staff, as appropriate.
- vi) To ensure that no pupil is discriminated against, in any area of school life, on the basis of a disability.
- vii) To provide pastoral care and support for all pupils so that they may develop in all areas and build a strong sense of self-esteem.
- viii) To ensure that pupils' records include information relating to their individual needs and the interventions that have been provided and their outcomes.
- ix) To conduct regular reviews of the pupil's progress.
- x) To work in partnership with the pupil's parents at all stages.
- xi) To include the pupils themselves in decision-making about the type of intervention and the targets to be included in an individual education plan.
- xii) To endeavour to ensure that a pupil's current needs are communicated, and will be met, on transferring to and from the school.

Appendix 4: Girls' Division Learning Support Policies

General Policy

Our school aims to be a centre of excellence, and to provide an environment in which individuals are respected and encouraged to reach their full potential. The school is committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled, in line with our Equal Opportunities Policy.

Pupils with special needs may, at times, require a more specialised programme than the majority of pupils of the same age, in part or all of their school work. We place a high priority on the need to provide the best possible education for such pupils, and no less than for pupils who display no learning difficulties or other problems.

A Definition of Special Educational Needs

According to the DfES SEN code of practice, *“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.*

Children have a learning difficulty if they:

- a) *have significantly greater difficulty in learning than the majority of children of the same age; or*
- b) *have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.”

Definition of Learning Support

Learning Support involves interventions which are additional to, or different from, those provided as part of the school's usual differentiated curriculum offer and strategies. Strategies employed to enable the pupil to progress may be given as targets, or recorded within an Individual Education Plan.

Admission arrangements

Pupils with special needs are admitted to our school according to the same criteria as other pupils. Admission depends upon a prospective pupil meeting the criteria to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident and well-educated adult. These criteria must continue to be met throughout the pupil's time in school.

Pupils entering our school are assessed by academic ability according to a written entrance examination and an interview. The school asks parents to give written notice of any already identified special educational needs and/or disabilities in respect of a prospective pupil at the time of application. Pupils in Year 7 are screened for dyslexia, using Lucid Rapid dyslexia screening software.

Policy Objectives

- i) To apply a whole school policy to meeting each pupil's individual needs following the guidelines of The Code of Practice for SEN (DfES 2001) and The Disability Discrimination Act 2002.
- ii) To identify, at the earliest opportunity, any pupil who may have SEN.
- iii) To provide different levels of intervention to match the pupil's level of need.
- iv) To ensure that all teaching staff and, where appropriate, support staff, are aware of each pupil's needs so that such needs may be met in all school settings.
- v) To provide INSET for staff, as appropriate.

- vi) To ensure that no pupil is discriminated against, in any area of school life, on the basis of a disability.
- vii) To provide pastoral care and support for all pupils so that they may develop in all areas and build a strong sense of self-esteem.
- viii) To ensure that pupils' records include information relating to their individual needs and the interventions that have been provided and their outcomes.
- ix) To conduct regular reviews of the pupil's progress.
- x) To work in partnership with the pupil's parents at all stages.
- xi) To include the pupils themselves in decision-making about the type of intervention and the targets to be included in an individual education plan.
- xii) To endeavour to ensure that a pupil's current needs are communicated, and will be met, on transferring to and from the school.

Whole school planning, monitoring and review

All teachers have day-to-day responsibilities with regard to pupils with special needs, and the care of such pupils is seen as a whole school responsibility. The Learning Support Co-ordinator is responsible for the co-ordination of provision and is responsible to the Headmistress in the first instance.

Learning support provision is planned, monitored and evaluated by the Learning Support Co-ordinator, working with the Deputy Heads, the Heads of School, the Learning Support team, and the School Nurses, under the supervision of the Headmistress/Deputy Head (Curriculum). Other professionals, including Curriculum Support Staff and External Agencies may become involved when practicable and/or necessary.

Roles and Responsibilities

The Learning Support Co-ordinator's responsibilities are:

- overseeing the day-to-day operation of the school's Learning Support policy
- co-ordinating provision for pupils with special educational needs
- liaising with Heads of School and teaching staff
- overseeing the records of all pupils with special educational needs, and keeping an up to date Learning Support register
- where appropriate, liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- where appropriate, liaising with external agencies
- liaising with the Learning Support Co-ordinators in the school's Infant and Junior Departments, and in the Boys' Division.

The responsibilities of the Learning Support Co-ordinator working with the Deputy Heads, the Heads of School, the Learning Support team, Subject Departments, School Nurses and the Examinations Officer, as appropriate, are:

- to help classroom teachers to identify and make provision, through normal classroom differentiation and support, and through *Learning Support*, for pupils with special educational needs
- to provide information on all pupils with special educational needs to all members of staff who may be involved with them
- to seek and respond to the views of the pupils themselves at all stages
- to liaise with parents and involve them in decision making
- where necessary, to plan and implement interventions following the advice of outside agencies
- to ensure that suitable internal and external examination and assessment arrangements are made for pupils who cannot cope with the normal procedures
- to maintain learning support records, including targets set, or Individual Education Plans where appropriate
- to review regularly the progress of pupils receiving learning support, and to evaluate the effectiveness of such support

Teaching Staff Responsibilities

All teaching staff have a responsibility to ensure that each pupil is given every opportunity to fulfil her potential within the normal classroom situation. All staff should be aware of the learning support needs of all pupils they teach, and should ensure that the needs of each pupil are addressed in accordance with the Teaching and Learning policy. It is the responsibility of the Head of Department to ensure that schemes of work and associated resources appropriate to a range of aptitude, ability and learning styles are available for class teachers to use within each programme of study.

Graduated Response and a Continuum of Provision

Once a pupil's rate of progress has been identified as a cause for concern, despite having appropriate learning experiences, differentiated learning opportunities should be provided. Regular and frequent monitoring of the pupil's progress by the class teacher will show whether the provision is being effective. Different opportunities or alternative approaches to learning through *Learning Support* may be indicated if progress is still inadequate. After the gathering of information from the school setting, home, and the pupil, and any further assessment considered advisable, targets and strategies can be drawn up by the Head of School and a member of the Learning Support team, in liaison with the teachers, the parents, and the pupil. The strategies may be given as targets, or recorded on an Individual Education Plan. In the event that this level of intervention does not enable the pupil to make satisfactory progress, advice and support may need to be sought from external agencies.

Individual Action Plans/Individual Health Care Plans

Where an IAP is considered appropriate, class teachers will be consulted as part of the process and the IAP will be kept under review at all times, and may be adjusted accordingly. The School Nurses will contribute to the writing of IHCPs.

IAPs focus on up to three or four key individual targets and include information about:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes

IAPs will then be stored in the girl's folder on the secure shared area of the network.

IHCPs include information about:

- the medical or physical condition
- daily care requirements
- the extent of staff and parental involvement
- emergency procedures

Identification, Assessment and Provision for Pupils with SEN

A pupil's needs may become apparent through:

- admission procedures
- expression of teacher concern
- screening procedures (MidYIS and school exams)
- inconsistencies in baseline assessment and current attainment (i.e. an Amber or Red traffic light)
- expression of parental concern
- further specialist assessment (e.g. LASS screening software)

Test and Examination Procedures

Where pupils have had an assessment by a professional, and it has been recommended that the pupil is allowed extra time, then this time will be allowed in school examinations and, where requested, in tests. In public examinations, the Examining Boards' official guidelines will be followed.

Concerns about a pupil

When a teacher, parent, or an outside agency expresses concern about a pupil which may indicate a special educational need, the Head of School and the Learning Support Co-ordinator will be informed.

The pupil's needs will be discussed and, together with the pupil's teachers, methods of dealing with the pupil's needs within the classroom will be agreed. Records of discussions and outcomes will be kept in the Learning Support files.

If the pupil makes good progress, the Head of School and the Learning Support Co-ordinator may decide to remove her details from the active records. If the pupil does not make satisfactory progress she may be considered for *Learning Support*.

During *Learning Support*, the class teachers will continue with differentiated strategies. Parents will be consulted, and it may be decided that there is a need for external support, to be provided for by the parents. In consultation with the pupil and her parents, an IAP will be written for the pupil. The IAP will only outline what is in addition to, or different from, what has been previously tried with the pupil, and will include specific targets.

The IAP will be reviewed regularly, and records kept in the Learning Support files, in the girl's file on the secure drive of the network. If significant progress is made, it may be decided that the pupil may revert to stage 1 of the graduated response (classroom differentiation), and the parents will be informed. If, after at least two reviews there is still cause for concern, it may be decided to refer for support from external agencies.

An Educational Psychologist will normally do the assessment for intervention. The assessment may result in advice about further strategies to be tried at *Learning Support*, or may result in other recommendations. Where an external agency is involved, an IAP may be written. The IAP will again only record that which is additional to or different from previous support. *Learning Support* will remain in place, and records will be kept in the Learning Support files.

If intervention via external agencies proves successful, the pupil may revert to *Learning Support*. If the pupil continues to cause concern, it may be decided that further assessment is appropriate, which may lead to a Statement of Special Needs. In such cases, the SEN code of Practice will be followed.

Special Needs

- Relevant School Aims:**
- to be a centre of excellence
 - to provide an environment in which individuals are respected and encouraged to reach their full potential

Context

In this school pupils with 'special needs' are likely to fall within the following broad areas:

- students with academic strengths
- students with academic difficulties (a) in learning (b) in organisation
- students with diagnosed learning difficulties e.g. dyslexia
- students who are 'gifted' in the academic sphere or some other aspect of their education such as music, drama or sport
- temporary/permanent medical conditions - (a) for the pupil (b) for a member of the family
- students with behavioural/psychological problems
- students suffering trauma/bereavement
- students at risk (child protection issues)
- other issues eg Jehovah's Witness

Principles

The special needs policy is based on the following principles:

- the entitlement of all children to equal opportunities in education.
- the school's wish to respond to students with special needs. The availability of integration will depend on the extent of the needs and may be constrained by the need for specialist help.
- that students with special educational needs will be fully integrated into the life of the school, enabling them to maximise their potential as learners and experience and contribute to the social and cultural activities of the school
- that all staff are teachers of students with special educational needs and have a responsibility to meet those needs with advice and support

The provision for each student should

- match needs
- take account of the wishes and feelings of the student
- be in partnership with the student's parents

Practice

In pursuit of the above, the school is working towards the following:

- a register of pupils with special needs
- identification of the individual student's needs. The Head of School to coordinate the school's arrangements for meeting those needs
- liaison with primary/secondary schools from which pupils transfer
- liaison with subject teachers who will provide work through the normal classroom arrangement by utilising staffing and resources appropriately
- liaison with Form/Year Tutor and subject staff, Examinations' Officer, School Nurses, the student and the student's parents as appropriate
- strategies for helping other pupils
 - (i) to appreciate the difficulties which students with special needs can experience
 - (ii) to share the responsibility of looking after pupils with special needs
- support/guidance to enable staff to assist pupils with special needs

Criteria for evaluation

- student's progress - through regular review
- parental satisfaction
- internal/external examination results
- post 16 destination

More Able Pupils

Our school aims to be a centre of excellence, and to provide an environment in which individuals are respected and encouraged to reach their full potential.

We place a high priority on the need to provide the best possible education for all pupils, including the more able and talented. We aim to encourage the pursuit of excellence, through a challenging curriculum, containing a range of activities and experiences which extend the more able pupils, helping to develop their special abilities and talents, and to celebrate their achievements.

Definitions

The DfES defines “talented” pupils as those with evident high attainment or latent high ability in a creative or expressive art and/or sport.

“More able” pupils are defined as those with evident attainment or latent high ability in one or more academic subjects.

In both cases, these abilities are significantly beyond those seen in pupils of the same age in the particular cohort.

For the purposes of this policy, “more able pupils” will be defined as those in the top 5% of the school cohort for one or more academic subjects.

“Gifted” pupils are those capable of exceptional performance, representing around 0.5% of the population nationally.

Ability is frequently evident, but it may be masked by other factors. Factors such as learning disability or disaffection may lead to the underachievement of a more able pupil.

Ability can alter over time: a pupil who is not outstanding in a subject one year may respond to a challenge that interests them at a later time, and begin to build their own learning power, accelerating their progress.

Policy Objectives

- ii) To apply a whole school policy to meeting each pupil’s individual needs.
- i) To identify, annually, the able and talented cohort.
- ii) To provide the opportunity for each pupil to develop their full potential through a range of experiences and challenges.
- iii) To encourage all pupils to be independent learners
- iv) To provide the opportunity, where appropriate, for pupils to work at higher cognitive levels.
- v) To recognise achievement
- vi) To promote a concern for the whole pupil, social and intellectual.
- vii) To conduct regular reviews of the pupil’s progress.
- viii) To ensure that pupils’ records include information relating to their individual needs, the opportunities that have been provided, and their outcomes.
- ix) To provide INSET for staff, as appropriate.
- xiii) To encourage a dialogue between parents, staff and pupils in respect of pupils’ talents, abilities and needs.

Identification

A wide range of evidence will be used to identify able and talented pupils. This will involve qualitative and quantitative information, including:

- Evidence from previous teacher/school
- Evidence from outside agencies
- Performance in entrance examination
- MidYIS tests
- Teachers’ perceptions of pupils’ capabilities and potential
- School assessments and examinations
- Performance in challenges and competitions
- GCSE results
- Evidence from the family

By using the range of evidence outlined above, together with the traffic light system, underachieving able pupils will also be able to be identified. Inclusion to or exclusion from the cohort is not permanent. Pupils can be added to or removed from the register as new evidence comes to light, or as the nature of a particular

year group changes due to new intake or pupils leaving. Teachers are encouraged to nominate individual pupils for addition to the register as ability/talent is identified in their particular subject.

Provision

Able and talented pupils have equality of opportunity across the curriculum. Information gained in the identification process is used to inform the development and provision of teaching and learning through the Teaching and Learning Policy. Each member of the teaching staff is encouraged to develop strategies, resources and enrichment activities which fully engage pupils in learning and allow them to reach their full potential. As part of the annual identification process, teaching staff identify the strategies and opportunities which will be made available to individual pupils in the coming year. The Learning Support Department provides a programme of enrichment activities. In addition, the school aims to:

- have high expectations
- maintain an ethos where pupils are not embarrassed to be more able
- encourage pupils, where appropriate, to develop specific skills or talents.
- plan tasks to take account of levels of existing knowledge, skills and understanding
- include extension opportunities or open-ended tasks
- provide opportunities for performance
- recognise and celebrate achievement regularly in assembly and in school publications
- provide a wide range of subject related or extra-curricular activities and clubs
- address underachievement in able pupils in accordance with the Learning Support Policy
- encourage pupils to broaden their experience by becoming members of the YGT, where appropriate
- provide opportunities to join in local or national schemes and competitions
- facilitate contact with experts either by invitation to the school, or by means of school visits

Roles and Responsibilities

The Learning Support Co-ordinator's responsibilities are:

- overseeing the day-to-day operation of the school's able and talented policy
- co-ordinating provision for able and talented pupils
- liaising with the Deputy Heads, Heads of School and teaching staff
- contributing to the in-service training of staff
- keeping an up to date register of the able and talented cohort
- liaising with the Learning Support Co-ordinators in the school's Infant and Junior Departments, and in the Boys' Division.
- where appropriate, liaising with parents of able or talented pupils
- where appropriate, liaising with external agencies

The responsibilities of the Learning Support Co-ordinator working with the Heads of School, Deputy Heads, and Subject Departments, as appropriate, are:

- to help classroom teachers to identify and plan provision for, able and talented pupils
- to provide information on all able or talented pupils to members of staff who may be involved with them
- to seek and respond to the views of the pupils themselves
- to monitor the progress of pupils on the able and talented register
- to liaise with parents and involve them in decision making

The responsibilities of the Assistant to the Learning Support Co-ordinator are:

- to keep up to date with current national and local developments in provision for able and talented pupils
- to support pupils in their applications to YGT, and to monitor their experience in it.
- to develop and maintain contacts with HE institutions, and through them to facilitate opportunities for able and talented pupils to broaden their thinking skills.

Teaching Staff Responsibilities

- to identify, and be aware of, pupils' strengths and development needs
- to differentiate the curriculum appropriately within their subject expertise
- to encourage the development of individual strengths and thinking skills

- to provide opportunities which challenge and stretch each pupil, according to her needs

Professional Development

Teaching staff receive INSET both as a school and individually, to support them in recognising able pupils, and providing appropriate challenges for them, through effective differentiation, and extension and enrichment activities. This INSET also includes modern pedagogical developments relating to the way pupils learn.

Pastoral Support

Information gained through the identification process is passed to the Heads of School, and is used to inform decisions made on appropriate pastoral care. These decisions may include addressing such issues as bullying, parental pressure, and emotional development, which is likely to be in line with chronological age, rather than ability.

Parental Involvement

Information from parents for the able and talented register is welcomed. By working together with parents, the school aims to ensure an appropriate balance of challenge and support, which best meets the needs of the pupil.

Whole School Planning, Monitoring and Evaluation

All teachers have day to day responsibilities with regard to able and talented pupils, and the care of such pupils is seen as a whole school responsibility. The Learning Support Co-ordinator is responsible for the co-ordination of provision and is responsible to the Headmistress in the first instance.

Able and talented provision is co-ordinated, monitored and evaluated by the Learning Support Co-ordinator and assistant,, working with the Deputy Heads, Heads of School, and Heads of Department, under the supervision of the Headmistress.

The progress of pupils is monitored, in accordance with the Teaching and Learning Policy, by the use of internal and external assessment grades, together with MidYIS and ALIS predicted grades, the traffic light system and attainment and potential grades produced by staff. Feedback from staff and pupils is used to inform future development, and consideration is given to the impact on teachers' and pupils' workloads.

Conclusion

This policy should be considered alongside the Teaching and Learning and Confidentiality Policies. The school seeks to promote approaches to teaching and learning which will benefit all pupils as well as identifying and meeting the needs of the more able. Meeting the needs of the more able pupils and recognising their achievement helps to create an atmosphere that nurtures and appreciates success from all pupils, encouraging them to reach their full potential.