Atelier —21—

a revolutionary response to school

Subject Policies Booklet

Contents

Art and Design Policy

To be read in conjunction with the;

- Learning and Teaching Policy
- The Special Educational Needs and Disabilities (SEND) Policy
- The Assessment Policy
- National Curriculum Programmes of Study for Art and Design Key Stages 1-3

Rationale

The school's vision is that every pupil will benefit from a well- rounded education which helps them to thrive academically and creatively. We aim to inspire, engage and challenge pupils through our art and design curriculum and through the work they produce during big studies, self-directed learning and STEAM activities. Art and design are taught in mastery workshops and applied in work throughout the curriculum. Pupils are provided with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Pupils are expected to apply their self- evaluative skills, developed through all work in school, to improve their work. Older pupils are expected to think critically and develop a wider understanding of art and design. All pupils will have opportunities to consider the work of artists and designers and to develop their own interests and personal style. As they move through the school pupils will understand how art and design reflect and shape our history and contribute to the creativity, culture and wealth of the nation. The Art and Design Curriculum is based on the National Curriculum Programmes of Study for Art and Design. The school's curriculum is holistic so, where appropriate and meaningful, learning will be linked to knowledge from big studies and other curriculum areas. In-line with the school's vision and values pupils are encouraged to learn independently and collaboratively through speaking to others, listening to the responses of others, reading information, using a range of media, carrying out independent research and looking at the work of artists and designers. Teachers will work with individuals or groups in order to check for any misconceptions, lack of understanding or to provide further challenge. Teachers will use provocations in order to focus or extend pupils' learning or skills.

Aims

- To help pupils produce a range of creative work, exploring their ideas and recording their experiences
- To help pupils become proficient in drawing, painting sculpture and other craft and design techniques
- To help pupils evaluate and analyse creative works using the language of art, craft and design
- To help pupils recognise great artists, craft makers and designers, know what is significant about their work and about the historical and cultural development of their art forms

Objectives

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques using colour, texture, pattern, line, shape, form and space
- Know about the work of artists, craft makers and designers, describing the similarities and differences between practices and disciplines and making links to their own work
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of techniques, including drawing, painting and sculpture with a range of materials
- Learn about great artists, architects and designers in history
- Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring ideas
- Use a range of techniques and media including painting
- Increase their proficiency when working with a range of materials
- Analyse and evaluate their own work and that of others in order to strengthen the visual impact or application of their work
- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times to the present day

Planning

Art is taught during mastery workshops and pupils' knowledge and understanding is applied during big studies, STEAM activities and self-directed learning. Additionally, art is taught through the provision of the International Baccalaureate. Teachers will carefully assess the quality of pupil's understanding, knowledge and skills against curriculum objectives to determine how well they are making progress. Teachers will carefully monitor pupils' progress. They will plan the provocations or 1:1 interventions that are used during mastery workshops to redirect or refocus learning for an individual, group or the whole class.

Pupils with special educational needs and disabilities (SEND), including those with Education Health Care (EHC) Plans are included in all art and design teaching unless their individual education plans (IEPs) indicate that this would not be appropriate. Teaching and learning tasks are adapted to meet the needs of individual pupils. Teachers carefully consider the profile of groups and learning partners so that pupils can work independently or in collaboration with others. Teachers ensure, through the use of assessment, that the most able pupils and those that are gifted and talented are challenged. The school expects all pupils to make good or better progress from their individual starting points.

Teachers should ensure that they have read all the school policies and the programmes of study before preparing medium- and short-term plans. It is vital that teachers recognise the skills and knowledge that individual pupils have at the beginning of a programme of study and that they provide pupils with the skills and knowledge they require to work effectively. Teachers should plan the art and design mastery workshops, carefully considering the learning needs of individuals and groups, they should ensure that key vocabulary is taught and understood at an appropriate level.

Assessment

Primary Setting

At the start of each term or part of the programme of study pupils will identify their skills and how they would like to improve. Teachers record what individual pupils already know by using their individual self-assessments together with evidence from lessons or previous work.

Teachers use pupils' self-assessment as the basis for curriculum adaptation so that the needs of all pupils are met. The most able pupils or those that are talented in this area may be set challenging independent tasks in order to extend their knowledge and skills. During lessons teachers focus on identifying the progress made by individual pupils and their acquisition of knowledge and skills.

At the conclusion of a theme or programme of study pupils will self-assess their learning using the assessments produced at the start of the programme or theme. This analysis of progress together with the teacher assessments gathered during the project will enable the teacher to determine the progress of each individual pupil against the programme of study. Our focus is on deepening pupils' understanding and helping them to gain skills, knowledge and understanding. We recognise that pupils will progress at different rates, but we expect all pupils to achieve, at least, the expected age-related criteria for their age at the end of each programme of study. Pupils who exceed age related expectations can deepen their understanding and skills through further enquiry, this may mean that they achieve some criteria which are above their expected targets.

Teachers are encouraged to share assessment outcomes with pupils and provide constructive feedback which will help pupils recognise what they have achieved, improve aspects of their work and set goals for future learning.

International Baccalaureate

The IB uses both internal and optional external assessment (eAssessment) in the MYP.

School-based assessment

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies.

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

External assessment

In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.

At the same time, schools can register for optional external assessment (eAssessment) in all other elements of the programme. It offers students the chance to earn a formal, internationally recognised certificate if they meet the success criteria.

Once a school registers for eAssessment in the MYP, students can participate in any of these two types of examinations:

ePortfolios of coursework, including a compulsory ePortfolio for the personal project.

On-screen examinations, with each exam lasting two hours.

The graphic below outlines how the two types of assessment – on-screen examinations and ePortfolios – are divided across the MYP's various subject groups.

MYP eAssessment

The mandatory personal project and the optional ePortfolio course works are subject to external moderation of teacher's internal marking. On-screen examinations are externally marked by trained IB examiners.

IB assessment principles and practices

The IB takes great care in ensuring assessment of candidates is meaningful and fair.

Recognising pupils' achievement

Pupils' written work, models artefacts, drawings and diagrams will be displayed in a way which supports the learning of others, celebrates achievement and makes clear the progression of skills and knowledge throughout the school. All pupils should be encouraged to think creatively, and teachers should recognise the progress which is being made in all aspects of pupils' work.

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1.0	Initial release	H Peacock	February 2020
1.1	Minor formatting changes and corrections.	H Peacock	29/07/2020
1.2	Annual review	Danni Hayes	19/05/2021
1.3	IB assessment overview	Richard Keightley	10.06.22

Computing Policy

To be read in conjunction with the;

- Learning and Teaching Policy
- The Special Educational Needs and Disabilities Policy
- The Assessment Policy
- National Curriculum Programmes of Study for Computing Key Stages 1-3
- The E-Safety Policy
- The Safeguarding and Child Protection Policy

Rationale

The school's vision is that every pupil will benefit from a well-rounded education which helps them to thrive academically and creatively. We aim to inspire, engage and challenge pupils through our computing and IT curriculum and provision. The school recognises the strong links between computing and science, mathematics and technology and we hope our pupils will benefit from the insights computing provides into natural and artificial systems. Our pupils are taught computer science and the principles of information and computation so that they understand how digital systems work and can apply this in programming. Pupils then apply this information to create programs, systems and a range of content. Our computing curriculum ensures that pupils become digitally literate, able to use and express themselves and develop their ideas through information and communication technology. In this way we can prepare them to be active participants in a digital world and ensure they have the skills needed for the next stage in their education or their future lives.

The school recognise the need to ensure pupils are safe when working online. The school filters content so that pupils are unlikely to access inappropriate materials, but we recognise that pupils can face risks when using phones or electronic equipment outside of school. We teach pupils how to recognise and report and inappropriate or worrying content or communication, please see the E-Safety Policy. Teachers will follow school policies should any incidents occur. For reasons of safety pupils are not allowed to use personal devices when in school.

Computing is taught during mastery workshops and applied in big studies, self-directed learning and STEAM activities.

Aims

- Ensure that pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Ensure that pupils can analyse problems in computational terms and have practical experience of writing computer programs in order to solve problems
- Ensure that pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

- Help pupils to become responsible, competent, confident and creative users of information and communication technology

Objectives

- Understand algorithms and how they are implemented as programs on digital devices
- Understand that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Design, write and debug programs that accomplish specific goals including controlling or stimulating physical systems
- Solve problems by decomposing them into smaller parts
- Use logical reasoning to predict the behaviour of simple programs
- Use technology to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour
- Keep personal information private
- Identify where to go for help or support when they have concerns about content or contact on the internet or other online technologies
- Know how to report any concerns
- Use sequence, selection and repetition in programs, work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet, know how they can provide multiple services and opportunities for communication and collaboration
- Use search technologies, appreciate how results are selected and ranked, evaluate digital content
- Select, use and combine a variety of software on a range of digital devices to design and create programs, systems and content that accomplish goals, including analysing, evaluating and presenting data and information
- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Understand key algorithms that reflect computational thinking, use logical reasoning to compare the utility of alternative algorithms for the same problems
- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems, make appropriate use of data structures, design and develop modular programs that use procedures or functions
- Understand Boolean logic (AND, OR, NOT) and some of its uses in circuits and programming, understand how numbers are represented in binary and carry out simple operations on binary numbers
- Understand the hardware and software components that make up computer systems and how they communicate with each other and with other systems
- Understand how instructions are stored and executed within a computer system and how data of various types is represented and manipulated digitally in the form of binary digits

- Carry out creative projects that involve selecting, using and combining multiple applications across a range of devices to achieve challenging goals, including analysing data and meeting the needs of known users
- Create, review, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Planning

Computing is taught during mastery workshops and pupils' knowledge and understanding is applied during big studies, STEAM activities and self-directed learning. Additionally, computing is taught through the provision of the International Baccalaureate. Teachers will carefully assess the quality of pupil's understanding, knowledge and skills against curriculum objectives to determine how well they are making progress. Teachers will carefully monitor pupils' progress. They will plan the provocations or 1:1 interventions that are used during mastery workshops to redirect or refocus learning for an individual, group or the whole class. Pupils will be made aware of the need to work responsibly, respectfully and safely during all online activities. They will be reminded not to share passwords or log in details with others and they will know how to report any issues.

Pupils with special educational needs and disabilities (SEND), including those with Education Health Care (EHC) Plans are included in all lessons. Staff are aware of the particular vulnerabilities of pupils with SEND and these pupils are given additional support in order to ensure that they are safe when working online. Teachers carefully consider the profile of groups and learning partners so that pupils can work independently or in collaboration with others. Teachers ensure, through the use of assessment, that the most able pupils and those that are gifted and talented are challenged. The school expects all pupils to make good or better progress from their individual starting points.

Teachers should ensure that they have read all the school policies and the programmes of study before preparing medium- and short-term plans. It is vital that teachers recognise the skills and knowledge that individual pupils have at the beginning of a programme of study and that they provide pupils with the additional skills and knowledge they require to work effectively. Teachers should plan the computing mastery workshops, carefully considering the learning needs of individuals and groups, they should ensure that key vocabulary is taught and understood at an appropriate level.

Assessment

Primary Setting

At the start of each term or part of the programme of study pupils will identify their skills and how they would like to improve. Teachers record what individual pupils already know by using their individual self-assessments together with evidence from lessons or previous work.

Teachers use pupils' self-assessment as the basis for curriculum adaptation so that the needs of all pupils are met. The most able pupils or those that are talented in this area may be set challenging independent tasks in order to extend their knowledge and skills. During lessons teachers focus on identifying the progress made by individual pupils and their acquisition of knowledge and skills.

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pupils will progress at different rates, but we expect all pupils to achieve, at least, the expected age-related criteria at the end of each programme of study. Pupils who exceed age related expectations can deepen their understanding and skills through further enquiry, this may mean that they achieve some criteria which are above their expected targets.

Teachers are encouraged to share assessment outcomes with pupils and provide constructive feedback which will help pupils recognise what they have achieved, improve aspects of their work and set goals for future learning.

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School-based assessment

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies.

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

External assessment

In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.

At the same time, schools can register for optional external assessment (eAssessment) in all other elements of the programme. It offers students the chance to earn a formal, internationally recognised certificate if they meet the success criteria.

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Design and Technology Policy

To be read in conjunction with the;

- Learning and Teaching Policy
- The Special Educational Needs and Disabilities Policy
- The Assessment Policy
- The Health and Safety Policy
- National Curriculum Programmes of Study for Design Technology

Rationale

The school's vision is that every pupil will benefit from a well- rounded education which helps them to thrive academically and creatively. We aim to inspire, engage and challenge pupils and our design and technology curriculum is an important part of that process. The principles of design and technology underpin the fundamental vision and values of the school. Pupils use creativity and imagination to design and make products which solve real and relevant problems, taking into account their own and others' needs, desires and values. Our holistic curriculum ensures that pupils can apply knowledge and skills from mathematics, science, computing and art and they learn to take risks and become resourceful, entrepreneurial, innovative, enterprising and capable citizens. By considering the work of artists, designers, architects and innovators they learn to evaluate past and present design and technology and recognise the impact of design and technology on daily life and the wider world. The skills of design and technology are taught in mastery workshops and applied throughout the curriculum. Pupils are expected to apply their self- evaluative skills, developed through all work in school, to improve their work. Older pupils are expected to think critically and develop a wider understanding of design. The Art and Design Curriculum is based on the National Curriculum Programmes of Study for Design and Technology. In-line with the school's vision and values pupils are encouraged to learn independently and collaboratively through speaking to others, listening to the responses of others, reading information, using a range of media and carrying out independent research. Teachers will work with individuals or groups in order to check for any misconceptions, lack of understanding or to provide further challenge. Teachers will use provocations in order to focus or extend pupils' learning or skills.

Aims

- To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- To build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users
- To identify real life problems and suggest possible solutions
- To critique, evaluate and test their ideas and products and the work of others
- To understand and apply the principles of nutrition and learn how to cook

Objectives

- Use the basic principles of a healthy and varied diet to plan and prepare dishes
- Understand where food comes from
- Design purposeful, appealing and functional products for themselves and others based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and information and communication technology
- Select from a range of tools and equipment to perform practical tasks
- Prepare and cook a variety of savoury dishes using a range of cooking techniques
- Understand seasonality and know how and where a variety of ingredients are grown, reared, caught and processed
- Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics, properties and aesthetic qualities, at an age-appropriate level
- Explore, investigate, analyse and evaluate a range of existing products, at an age-appropriate level
- Evaluate their ideas and products against design criteria
- Build structures and decide how they can be made stronger and more stable
- Explore and use mechanisms in their products
- Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at specific individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design
- Evaluate a range of products against their own design criteria and consider the views of others when improving their work
- Understand how key events and individuals in design and technology have helped to shape the world
- Understand and apply the principles of nutrition and health
- Become competent in a range of cooking techniques
- Apply their understanding of how to strengthen and reinforce complex structures
- Use mechanical and electrical systems in their products
- Apply their understanding of computing to program, monitor and control their products
- Use research to identify and understand user needs including in other cultures
- Identify and solve their own design problems and understand how to reformulate problems
- Develop specifications to inform the design of innovative, functional and appealing products that respond to needs in a variety of situations
- Use a variety of approaches to generate creative ideas and avoid stereotypical responses
- Develop and communicate design ideas using annotated sketches, detailed plans, 3D and mathematical modelling and oral and digital presentations
- Select and use specialist tools, techniques, processes, equipment and machinery including computer- aided manufacture
- Analyse the work of current and past professionals
- Investigate new and emerging technologies
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups

- Understand developments in design technology, its impact on individuals, society and the environment and the responsibilities of designers, engineers and technologists
- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- Understand how more advanced mechanical systems used in products lead to changes in movement and force
- Understand how more advanced electrical and electronic systems can be powered and used in products
- Apply computing and use electronics to embed intelligence in products that respond to inputs

Planning

Design Technology is taught during mastery workshops and pupils' knowledge and understanding is applied during big studies, STEAM activities and self-directed learning. Additionally, Design Technology is taught through the provision of the international Baccalaureate. Teachers will carefully assess the quality of pupil's understanding, knowledge and skills against curriculum objectives to determine how well they are making progress. Teachers will carefully monitor pupils' progress. They will plan the provocations or 1:1 intervention that are used during mastery workshops to redirect or refocus learning for an individual, group or the whole class.

Pupils with special educational needs and disabilities (SEND), including those with Education Health Care (EHC) Plans are included in all design and teaching unless their individual education plans (IEPs) indicate that this would not be appropriate. Pupils with physical disabilities will be provided with additional support during practical tasks to ensure that they can participate in the activity and that their health and safety is assured. Tasks can be adapted to meet the needs of individual pupils where necessary. Teachers carefully consider the profile of groups and learning partners so that pupils can work independently or in collaboration with others. Teachers ensure, through the use of assessment, that the most able pupils and those that are gifted and talented are challenged. The school expects all pupils to make good or better progress from their individual starting points.

Teachers should ensure that they have read all the school policies and the programmes of study before preparing medium- and short-term plans. It is vital that teachers recognise the skills and knowledge that individual pupils have at the beginning of a programme of study and that they provide pupils with the skills and knowledge they require to work effectively. Teachers should plan the art and design mastery workshops, carefully considering the learning needs of individuals and groups, they should ensure that key vocabulary is taught and understood at an appropriate level.

Assessment

Primary Assessment

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English Policy

To be read in conjunction with the;

- Learning and Teaching Policy
- The Special Educational Needs and Disabilities Policy
- The Behaviour Management Policy
- National Curriculum Programmes of Study for English
- Schemes of Learning for Big Studies
- The Assessment Policy

Rationale

The school's English curriculum is based on the National Curriculum Programmes of Study for English and the phonics scheme Read Write Inc. The English curriculum is delivered through mastery workshops, big studies and self-directed learning. We recognise the importance of English within the school's curriculum and our intention is that pupils will learn to speak and write fluently so they can communicate their ideas and emotions to others and, through reading and listening, understand the communications of others. Reading provides pupils with the ability to develop culturally, emotionally, intellectually, socially and spiritually. Reading also allows pupils to acquire knowledge and build on that which they already know.

Aims

- To help pupils read fluently and with understanding
- To help pupils develop the habit of reading widely and often and for pleasure and information
- To help pupils acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language
- To help pupils appreciate a rich, varied literary heritage
- To ensure that pupils write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences,
- To encourage pupils to use discussion in order to learn
- To ensure that pupils can explain their understanding and ideas
- To ensure that pupils are competent in speaking, listening, making formal presentations, demonstrating to others and engaging in debate

Objectives

- To ensure that pupils in the reception class and Years 1 and 2 gain secure phonic knowledge
- To ensure that pupils and staff communicate in Standard English and that pupils hear and read good quality language
- To ensure that pupils listen and respond appropriately to their peers and adults
- To develop pupils' abilities in word reading and comprehension

- To help pupils develop an appreciation and love of reading and the ability to read increasingly challenging material
- To help pupils articulate and justify arguments, opinions and answers
- To help pupils use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- To develop pupils' abilities in transcription and composition
- To develop pupils' vocabulary
- To promote accurate spelling
- To help pupils develop fluent, joined handwriting
- To ensure that pupils can plan and draft their work
- To ensure that pupils can review, edit and improve their work
- To develop pupils' skills through drama and role play and to help them adopt, sustain and create a range of roles, responding to others in role
- To ensure that pupils develop comprehension skills, at an age-appropriate level, and that they can explain their understanding of books and other texts
- To ensure that pupils can consider and evaluate different viewpoints, listening to and building on the contributions of others
- To help pupils select and use appropriate registers for effective communication

Planning

Teachers will use the Programme of Study for English, the phonics scheme Read Write Inc. and the commercial scheme of work Hamilton Trust to plan mastery workshops. Additionally, English will be taught in line with the provision of the International Baccalaureate. Younger pupils will be taught phonics and benefit from reading scheme books, and they will be encouraged to read for pleasure. When pupils are proficient readers, they will have free choice of books and materials at an age-appropriate level. Reading underpins much of the work in the school enabling pupils to engage in independent research and fact finding. Pupils will have access to research and reading materials in a range of media

Phonics teaching will take place in flexible groupings to allow teaching to be well matched to pupils' needs. Pupils' speaking, listening, reading and writing skills are applied across the curriculum in big studies, self- directed learning and STEAM workshops. Teachers should ensure that they have read all the schemes of learning for big studies before preparing medium- and short-term plans so that pupils have the knowledge and skills needed to fully participate in the big study. It is vital that teachers recognise the skills and knowledge that individual pupils already possess when planning work for individuals or groups. Detailed day-to-day assessment will be used to ensure that all pupils receive tasks which meet their needs and help them to make progress.

Teachers ensure that the needs of pupils with special educational needs and disabilities (SEND), including those with Education and Health Care (EHC) plans, are fully met during mastery workshop sessions. When required pupils can benefit from 1:1 or intervention sessions. Teachers carefully consider the profile of groups and learning partners so that pupils can work independently or in collaboration with others. The school expects all pupils to make good or better progress from their individual starting points.

Assessment

Primary Setting

Pupils' progress is assessed against the programme of study for their year group or key stage. Teachers listen to individuals and groups while they are working, recording evidence of progress, providing provocations or identifying and eradicating any misconceptions and challenging or redirecting lines of enquiry. Mastery workshops are planned to use the outcomes of day-to-day assessment and teachers ensure that all aspects of English, appropriate for the year group, are covered over the course of a year. Pupils are encouraged to be self-evaluative and check their own work. Older pupils engage in peer and self-review and learn how to provide and accept critical feedback and use it to deepen their knowledge and skills. Pupils discuss their learning with a teacher or teaching partner identifying their strengths and any areas they want to improve. We recognise that pupils will progress at different rates, but we expect all pupils to achieve, at least, the expected age-related criteria at the end of each year or key stage. Pupils who exceed age related expectations deepen their understanding and skills through the provision of complex tasks. Pupils' reading skills will be assessed through the use of formal reading tests.

Teachers are encouraged to share assessment outcomes with pupils and provide constructive feedback which will help pupils recognise what they have achieved, improve aspects of their work and set goals for future learning.

International Baccalaureate

The IB uses both internal and optional external assessment (eAssessment) in the MYP.

School-based assessment

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies.

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

External assessment

In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.

At the same time, schools can register for optional external assessment (eAssessment) in all other elements of the programme. It offers students the chance to earn a formal, internationally recognised certificate if they meet the success criteria.

Once a school registers for eAssessment in the MYP, students can participate in any of these two types of examinations:

ePortfolios of coursework, including a compulsory ePortfolio for the personal project.

On-screen examinations, with each exam lasting two hours.

The graphic below outlines how the two types of assessment – on-screen examinations and ePortfolios – are divided across the MYP's various subject groups.

MYP eAssessment

The mandatory personal project and the optional ePortfolio course works are subject to external moderation of teacher's internal marking. On-screen examinations are externally marked by trained IB examiners.

IB assessment principles and practices

The IB takes great care in ensuring assessment of candidates is meaningful and fair.

Recognising pupils' achievement

Pupils' work in English and across the curriculum will be displayed so that all pupils recognise developing skills and competencies. All pupils are encouraged to do their best work at all times and teachers should recognise the progress which is being made in all aspects of pupils' work.

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Geography Policy

To be read in conjunction with the;

- Learning and Teaching Policy
- The Special Educational Needs and Disabilities Policy
- The National Curriculum Programmes of Study for Geography
- The Big Study- Nature and the Natural World
- The assessment grid- Nature and the Natural World
- The Assessment Policy

Rationale

The school's geography teaching is based on the National Curriculum Programmes of Study for Geography. The geography curriculum is delivered through mastery workshops, big studies and self-directed learning. In-line with the school's vision and values pupils are encouraged to learn, independently and collaboratively, through investigation. To facilitate pupils' understanding and prepare them to carry out the research tasks and enquiries which are a feature of this big study there are short mastery workshops which provide pupils with the required skills and information. Throughout the course of an investigation or study teachers will work with individuals or groups in order to check for any misconceptions or provide further challenge. Teachers will use provocations in order to focus or extend pupils' learning or skills.

Through our geography curriculum we hope to provoke pupils' curiosity and fascination about the world, its people and the problems faced by the environment. An understanding of the diverse places, people, resources and natural and human environments on the Earth together with an understanding of the Earth's key physical and human processes will ensure that pupils are well prepared for the next stage in their education and for their future lives.

Aims

- To develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- To understand the processes that give rise to key human and geographical features of the world, their interdependence and how they bring about spatial variation and change over time
- To ensure that pupils are competent in the geographical skills needed to collect and analyse and communicate with a range of data gathered through fieldwork that deepen their understanding of geographical processes
- To interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing

Objectives

- To help pupils develop knowledge about the world, the United Kingdom (UK) and their locality
- To help pupils understand subject- specific vocabulary relating to human and physical geography
- To help pupils use geographical skills, including first hand observation
- To ensure that pupils can locate and name the seven continents and five oceans
- To ensure that pupils can name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas, geographical and topographical features and land use patterns
- To ensure that pupils can locate the world's countries on a map, identifying environmental regions, key physical and human characteristics, countries and major cities
- To help pupils understand geographical similarities and differences through studying the human and physical geography of an area of the UK and of a contrasting non-European country
- To ensure that pupils can identify seasonal weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- To ensure that pupils know and use geographical vocabulary
- To ensure that pupils can use world maps, atlases and globes
- To ensure that pupils can use compass directions and locational, directional and positional language
- To ensure that pupils can identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Capricorn and Cancer, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- To help pupils identify similarities and differences through a study of physical and human geography of a region of the UK, a region of a European country, a region in North or South America and a region in Africa and Asia
- To help pupils describe and understand key aspects of physical and human geography
- To ensure that pupils can read and draw simple maps and use and construct keys
- To ensure that pupils use fieldwork and observational skills safely and with respect for the environment
- To ensure pupils can use a range of resources including digital/computer mapping to locate countries and describe features
- To help pupils understand the eight points of the compass, four and six figure grid references and symbols and keys to develop their understanding of the UK and wider world
- To ensure pupils can use world maps to extend and deepen their understanding of the world
- To help pupils understand physical geography relating to geological timescales
- To help pupils understand human geography relating to population and urbanisation, international development, economic activity and the use of natural resources
- To help pupils understand how human and physical processes interact to change landscapes, climate and the environment

Planning

Through the use of big studies and National Curriculum, subjects and programmes of study can be taught effectively to mixed age and mixed ability classes. Additionally, Geography is taught through the provision of the International Baccalaureate. Each pupil will work at his/her own pace following their own interests. Teachers will carefully assess the quality of pupil's investigations and enquiries, discussions with others, presentations and written work to determine how well they are meeting the assessment criteria. The intention is to develop pupils' knowledge, understanding and skills and help them to understand the links between subjects so that learning is secure. Teachers will carefully monitor pupils' progress. They will plan provocations that might be used during each big study to redirect or refocus learning for an individual, group or the whole class.

Teachers ensure that the needs of pupils with special educational needs and disabilities (SEND), including those with Education Health Care (EHC) Plans are fully met, that investigations are well matched to their needs and ability and that they can work independently or in collaboration with others. It may be necessary to 'scaffold' some investigations or enquiries or to carefully match presentations and information sharing to individual need. The needs of pupils with disabilities or mobility issues are evaluated when planning fieldwork so that all pupils can participate. Teachers ensure, through the use of assessment, that the most able pupils and those that are gifted and talented are challenged, all pupils should make good or better progress from their individual starting points.

Teachers should ensure that they have read all the schemes of learning and associated National Curriculum programmes of study before preparing medium- and short-term plans. It is vital that teachers recognise the skills and knowledge that individual pupils have at the beginning of each big study and that they provide pupils with the skills and knowledge they require to work effectively during the study or investigation. Teachers should plan the mastery workshop sessions that they will deliver during big studies, and they should ensure that key technical and subject specific vocabulary is taught and understood at an appropriate level.

Assessment

Primary Setting

Most big studies are linked to an assessment grid. Detailed assessment is key to ensuring that all pupils learn and make at least good progress. At the start of each project pupils will identify what they know and what they would like to find out, this should be done independently through brainstorming or listing what is already known and what their interests are. Younger pupils or those with SEND may talk to a teacher or teaching partner or record their ideas pictorially. Teachers should record what individual pupils already know by using their individual self-assessments together with evidence from lessons or previous work. The level of confidence for each criterion is RAG rated, the teacher and pupil can assess the level of understanding.

Planning for big studies and self-directed learning is minimal since the focus is on pupils' own investigations and explorations. During lessons teachers focus on identifying the progress made by individual pupils and their acquisition of knowledge and skills. During lessons teachers should focus on listening to individuals and groups, recording evidence of progress or identifying and eradicating any misconceptions and challenging or redirecting lines of enquiry.

At the conclusion of a big study or self-directed learning the pupil will re-assess their learning using the information produced at the start of the project. This analysis of progress together with the teachers' assessments gathered during the project will enable the teacher to determine the progress of each individual pupil against the assessment criteria. Our focus is on deepening pupils'

understanding and helping them to gain the knowledge, understanding and skills that they will require in their future lives. We recognise that pupils will progress at different rates, but we expect all pupils to achieve, at least, the expected age-related criteria for their age at the end of each big study or academic year. Pupils who exceed age related expectations can deepen their understanding and skills through further enquiry, this may mean that they achieve some criteria which are above their expected targets although this may not be at a mastery level.

Teachers are encouraged to share assessment outcomes with pupils and provide constructive feedback which will help pupils recognise what they have achieved, improve aspects of their work and set goals for future learning.

International Baccalaureate

The IB uses both internal and optional external assessment (eAssessment) in the MYP.

School-based assessment

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies.

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

External assessment

In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.

At the same time, schools can register for optional external assessment (eAssessment) in all other elements of the programme. It offers students the chance to earn a formal, internationally recognised certificate if they meet the success criteria.

Once a school registers for eAssessment in the MYP, students can participate in any of these two types of examinations:

ePortfolios of coursework, including a compulsory ePortfolio for the personal project.

On-screen examinations, with each exam lasting two hours.

The graphic below outlines how the two types of assessment – on-screen examinations and ePortfolios – are divided across the MYP's various subject groups.

MYP eAssessment

The mandatory personal project and the optional ePortfolio course works are subject to external moderation of teacher's internal marking. On-screen examinations are externally marked by trained IB examiners.

IB assessment principles and practices

The IB takes great care in ensuring assessment of candidates is meaningful and fair.

Recognising pupils' achievement

During each big study teachers and pupils will display pupils' written work, models, drawings and diagrams in a way which supports the learning of others and celebrates achievement. All pupils should be encouraged to do their best work at all times and teachers should recognise the progress which is being made in all aspects of pupils' work.

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History Policy

To be read in conjunction with the;

- Learning and Teaching Policy
- The Special Educational Needs and Disabilities Policy
- The Big Study- Events That Changed How We Live
- The assessment grid- Events That Changed How We Live
- The Assessment Policy

Rationale

The school's history teaching is based on the National Curriculum for History. The history curriculum is delivered through Big Studies, mastery workshops and self-directed learning. The Big Study 'Events That Changed How We Live' is the main vehicle through which pupils gain coherent historical knowledge and skills, there is considerable overlap with other Big Studies so pupils gain a holistic understanding of the events, people, choices and innovations which changed how we live. Teachers also use the History Scheme of Learning when planning lessons and tasks for individual pupils and assessing pupils' progress. In-line with the school's vision and values pupils are encouraged to learn, independently and collaboratively, through investigation. To facilitate pupils' understanding and prepare them to carry out the research tasks which are a feature of learning in the school there are short mastery workshops, delivered by teachers, before pupils begin their tasks. Teachers also ensure that pupils have the subject specific and cross- curricular skills, knowledge and understanding needed in each study. Throughout the course of an investigation or study teachers will work with individuals or groups in order to check for any misconceptions or provide further challenge. Teachers will use 'Provocations' in order to focus or extend pupils' learning or skills.

Aims

- To ensure that pupils gain a coherent understanding of Britain's past and that of the wider world
- To ensure that pupils develop a balanced viewpoint and accurate knowledge and understanding of events in the past
- To inspire pupils' curiosity
- To help pupils ask perceptive questions, think critically, weight evidence, evaluate arguments and develop perspective and judgement
- To help pupils understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups

Objectives

- To ensure that pupils make good progress and develop a secure understanding of the knowledge, skills and processes of the subject
- To ensure that pupils acquire subject specific and technical vocabulary and use it precisely and accurately
- To provide opportunities for pupils to apply literacy skills
- To link learning to current events

Planning

Through the use of Big Studies and National Curriculum, subjects and programmes of study can be taught effectively to mixed age and mixed ability classes. Additionally, Geography is taught through the provision of the International Baccalaureate. Each pupil will work at his/her own pace following their own interests. Teachers will carefully assess the quality of pupil's investigations and enquiries, discussions with others, presentations and written work to determine how well they are meeting the assessment criteria. The intention is to develop pupils' knowledge, understanding and skills and help them to understand the links between subjects so that learning is secure. Teachers will carefully monitor pupils' progress. They will plan 'Provocations' that might be used during each Big Study to redirect or refocus learning for an individual, group or the whole class.

Teachers ensure that the needs of pupils with special educational needs and disabilities (SEND), including those with Education and Health Care (EHC) Plans are fully met, that investigations are well matched to their needs and ability and that they can work independently or in collaboration with others. It may be necessary to 'scaffold' some investigations or enquiries or to carefully match presentations and information sharing to individual need. Teachers ensure, through the use of assessment, that the most able pupils and those that are gifted and talented are challenged, all pupils should make good or better progress from their individual starting points.

Teachers should ensure that they have read all the schemes of learning and associated National Curriculum programmes of study before preparing long, medium- and short-term plans. It is vital that teachers recognise the skills and knowledge that individual pupils have at the beginning of each Big Study and that they provide pupils with the skills and knowledge they require to work effectively during the study or investigation. Teachers should plan the mastery workshop sessions that they will deliver during Big Studies, and they should ensure that key technical and subject specific vocabulary is taught and understood at an appropriate level.

Assessment

Primary Setting

Big Studies are linked to an assessment grid. Detailed assessment is key to ensuring that all pupils learn and make at least good progress. At the start of each project pupils will identify what they know and what they would like to find out, this should be done independently through brainstorming or listing what is already known and what their interests are. Younger pupils or those with SEND may talk to a teacher or teaching partner or record their ideas pictorially. Teachers should record what individual pupils already know by using their individual self-assessments together with evidence from lessons or previous work. The level of confidence for each criterion is RAG rated, the teacher and pupil can assess the level of understanding.

Planning for Big Studies and self-directed learning is minimal since the focus is on pupils' own investigations and explorations. During lessons teachers focus on identifying the progress made by individual pupils and their acquisition of knowledge and skills. During lessons teachers should focus on listening to individuals and groups, recording evidence of progress or identifying and eradicating any misconceptions and challenging or redirecting lines of enquiry.

At the conclusion of a Big Study or self-directed learning the pupil will self-assess their learning using the information produced at the start of the project. This analysis of progress together with the teachers' assessments gathered during the project will enable the teacher to determine the progress of each individual pupil against the assessment criteria. Our focus is on deepening pupils' understanding and helping them to gain the knowledge, understanding and skills that they will require in their future lives. We recognise that pupils will progress at different rates, but we expect all pupils to achieve, at least, the expected age-related criteria for their age at the end of each Big Study or academic year. Pupils who exceed age related expectations can deepen their understanding and skills through further enquiry, this may mean that they achieve some criteria which are above their expected targets although this may not be at a mastery level.

Teachers are encouraged to share assessment outcomes with pupils and provide constructive feedback which will help pupils recognise what they have achieved, improve aspects of their work and set goals for future learning.

International Baccalaureate

The IB uses both internal and optional external assessment (eAssessment) in the MYP.

School-based assessment

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies.

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

External assessment

In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.

At the same time, schools can register for optional external assessment (eAssessment) in all other elements of the programme. It offers students the chance to earn a formal, internationally recognised certificate if they meet the success criteria.

Once a school registers for eAssessment in the MYP, students can participate in any of these two types of examinations:

ePortfolios of coursework, including a compulsory ePortfolio for the personal project.

On-screen examinations, with each exam lasting two hours.

The graphic below outlines how the two types of assessment – on-screen examinations and ePortfolios – are divided across the MYP's various subject groups.

MYP eAssessment

The mandatory personal project and the optional ePortfolio course works are subject to external moderation of teacher's internal marking. On-screen examinations are externally marked by trained IB examiners.

IB assessment principles and practices

The IB takes great care in ensuring assessment of candidates is meaningful and fair.

Recognising pupils' achievement.

During each Big Study teachers and pupils will display pupils' written work, models, drawings and diagrams in a way which supports the learning of others and celebrates achievement. All pupils should be encouraged to do their best work at all times and teachers should recognise the progress which is being made in all aspects of pupils' work.

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Languages/Modern Foreign Languages (MFL) Policy

To be read in conjunction with the;

- Learning and Teaching Policy
- The Special Educational Needs and Disabilities Policy
- The Assessment Policy
- National Curriculum Languages Programmes of Study for Key Stages 1-3
- Special Educational Needs and Disabilities (SEND) Policy

Rationale

The school's languages/modern foreign languages (MFL) teaching is based on the National Curriculum Languages Programmes of Study. The school has chosen to focus on Spanish as its main second language. The curriculum is delivered through mastery workshops, themed and international days and self-directed learning. The school's curriculum is holistic so, where appropriate and meaningful, teaching will be linked to knowledge from Big Studies and other curriculum areas. In-line with the school's vision and values pupils are encouraged to learn independently and collaboratively through speaking to others, listening to the responses of others, reading information, using a range of media and carrying out independent research. Teachers will work with individuals or groups in order to check for any misconceptions, lack of understanding or to provide further challenge. Teachers will use provocations in order to focus or extend pupils' learning or skills.

The school recognises that learning a language prevents insularity and promotes an understanding of and entry into other cultures. Good quality languages teaching will provoke pupils' curiosity and deepen their understanding of the world. The ability to communicate in a second or third language is a life skill which will support pupils in their future lives.

Aims

- To help pupils express their ideas and thoughts in another language and understand and respond to its speakers in speech and writing
- To provide opportunities for pupils to communicate for practical purposes, learn new ways of thinking and read important literature in the original language
- To provide the foundation for learning other languages
- To equip pupils to study and work in other countries
- To extend pupils' knowledge and understanding of a European country

Objectives

- Listen to spoken language and show understanding by joining in and responding
- Understand and respond to spoken and written language from a variety of authentic sources
- Recognise Spanish words, pronounce them confidently and accurately

- Identify commonly used words that have their roots in other languages or in ancient civilisations
- Speak with increasing confidence, fluency and spontaneity
- Find ways of communicating what they want to say through discussion and asking questions
- Improve the quality of their intonation and extend their vocabulary
- Write at length and for a variety of purpose and audience
- Use a Spanish dictionary to improve their spelling and the quality of their written work
- Use a variety of grammatical structures

Planning

Spanish is taught during mastery workshops and pupils' knowledge and understanding is applied during themed and international days, other subjects and Big Studies. Additionally, Spanish is also taught through the provision of the International Baccalaureate. Languages teaching will be adapted to meet the needs of mixed age and mixed ability classes, but it expected that during the school's first year most pupils will be at an early stage of language acquisition. Teachers will carefully assess the quality of pupil's understanding, knowledge and skills against curriculum objectives to determine how well they are making progress. Teachers will carefully monitor pupils' progress. They will plan provocations that might be used during mastery workshops to redirect or refocus learning for an individual, group or the whole class. Pupils will be encouraged to apply their language skills in a variety of situations in order to build their confidence and promote their speaking and listening skills.

Pupils with special educational needs and disabilities (SEND), including those with Education and Health Care (EHC) Plans are included in all languages teaching unless their individual education plans (IEPs) indicate that this would not be appropriate. Teaching and learning tasks are adapted to meet the needs of individual pupils. Independent and collaborative tasks are appropriately resourced and scaffolded where necessary so that activities are well matched to pupils' needs and ability. Teachers carefully consider the profile of groups and learning partners so that pupils can work independently or in collaboration with others. Teachers ensure, through the use of assessment, that the most able pupils and those that are gifted and talented are challenged. The school expects all pupils to make good or better progress from their individual starting points.

Teachers should ensure that they have read all the school policies and the programmes of study before preparing medium- and short-term plans. It is vital that teachers recognise the skills and knowledge that individual pupils have at the beginning of a programme of study and that they provide pupils with the skills and knowledge they require to work effectively. Teachers should plan the languages/MFL mastery workshops, carefully considering the learning needs of individuals and groups, they should ensure that key vocabulary is taught and understood at an appropriate level. Where possible all teaching in Years 3-9 should be in Spanish, younger pupils will receive simple greetings and instructions in Spanish.

Assessment

Primary Setting

At the start of each term or part of the programme of study pupils will identify what they know and what they would like to improve. Younger pupils or those with SEND may talk to a teacher or teaching partner or record their ideas pictorially. Older pupils may write vocabulary or skills lists. Teachers

record what individual pupils already know by using their individual self-assessments together with evidence from lessons or previous work.

Teachers use pupils' self-assessment as the basis for curriculum adaptation so that the needs of all pupils are met. The most able pupils or those with a good level of language skill may be set challenging independent tasks in order to extend their knowledge and skills. During lessons teachers focus on identifying the progress made by individual pupils and their acquisition of knowledge and skills. Teachers listen to individuals and groups, recording evidence of progress, providing provocations or identifying and eradicating any misconceptions.

At the conclusion of a theme or programme of study pupils will self-assess their learning using the information produced at the start of the project. This analysis of progress together with the teacher assessments gathered during the project will enable the teacher to determine the progress of each individual pupil against the programme of study. Our focus is on deepening pupils' understanding and helping them to gain the speaking, listening, reading and writing skills that will help them become proficient in Spanish. We recognise that pupils will progress at different rates, but we expect all pupils to achieve, at least, the expected age related criteria for their age at the end of each programme of study. Pupils who exceed age related expectations can deepen their understanding and skills through further enquiry, this may mean that they achieve some criteria which are above their expected targets.

Teachers are encouraged to share assessment outcomes with pupils and provide constructive feedback which will help pupils recognise what they have achieved, improve aspects of their work and set goals for future learning.

International Baccalaureate

The IB uses both internal and optional external assessment (eAssessment) in the MYP.

School-based assessment

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies.

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

External assessment

In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.

At the same time, schools can register for optional external assessment (eAssessment) in all other elements of the programme. It offers students the chance to earn a formal, internationally recognised certificate if they meet the success criteria.

Once a school registers for eAssessment in the MYP, students can participate in any of these two types of examinations:

ePortfolios of coursework, including a compulsory ePortfolio for the personal project.

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MYP eAssessment

The mandatory personal project and the optional ePortfolio course works are subject to external moderation of teacher's internal marking. On-screen examinations are externally marked by trained IB examiners.

IB assessment principles and practices

The IB takes great care in ensuring assessment of candidates is meaningful and fair.

Recognising pupils' achievement

Pupils' written work, models artefacts, drawings and diagrams will be displayed in a way which supports the learning of others, celebrates achievement and makes clear the progression of skills and knowledge throughout the school. The displays will help pupils understand the Spanish culture and language. All pupils should be encouraged to do their best work at all times and teachers should recognise the progress which is being made in all aspects of pupils' work.

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Mathematics Policy

To be read in conjunction with the;

- Learning and Teaching Policy
- The Special Educational Needs and Disabilities Policy
- The Behaviour Management Policy
- The Science Policy
- National Curriculum Programmes of Study for Mathematics
- Schemes of Learning for Big Studies
- The Assessment Policy

Rationale

The school's mathematics teaching is based on the National Curriculum Programmes of Study for mathematics. The mathematics curriculum is delivered through mastery workshops, big studies and self-directed learning which includes work covered in science. The school recognises that a sound understanding of mathematics is crucial for everyday life, financial literacy and security and most forms of employment and critical to the study of science, technology and engineering.

Aims

- To ensure that pupils understand the importance of mathematics in their daily and future lives
- To ensure that pupils can reason mathematically
- To engender pupils' curiosity about and enjoyment of the subject
- To provide pupils with secure basic skills and the confidence to solve problems and apply mathematics in all subjects
- To help pupils recognise that mathematics is a creative discipline that can provide the solution to problems

Objectives

- To help pupils develop secure basic skills and conceptual understanding
- To help pupils recognise that abstract concepts can be modelled through concrete operations
- To ensure that pupils have frequent practice at working on increasingly complex problems
- To ensure that pupils can recall and apply knowledge rapidly and accurately
- To help pupils reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language

- To ensure that pupils can solve problems by applying their mathematical knowledge and skills to a variety of routine and non-routine problems, including breaking problems into a number of simpler steps and persevering when seeking solutions
- To develop and extend pupils use of mathematical language
- To develop pupils' mental maths skills
- To ensure that pupils experience all aspects of mathematics (number, measurement, geometry, statistics, ratio and proportion, algebra and probability) during their time in school

Planning

Teachers will use the Programme of Study for mathematics and the commercial scheme of work White Rose Mathematics and Hamilton Trust to plan mastery workshops. Activities within class will be progressive with increasing challenge. Additionally, maths is taught through the provision of the International Baccalaureate. Teachers should ensure that they have read all the schemes of learning for big studies before preparing medium- and short-term plans so that pupils have the knowledge and skills needed to fully participate in the big study. Multiplication tables are introduced in Year 2 and by the end of Year 3 most pupils should know and apply all tables up to 10x. It is vital that teachers recognise the skills and knowledge that individual pupils already possess when planning work for individuals or groups. Detailed day-to-day assessment will be used to ensure that all pupils receive tasks which meet their needs.

Teachers ensure that the needs of pupils with special educational needs and disabilities (SEND), including those with Education Health Care (EHC) plans, are fully met during mastery workshop sessions and that problem solving tasks are appropriately resourced and scaffolded where necessary so that they are well matched to pupils' needs and ability. Teachers carefully consider the profile of groups and learning partners so that pupils can work independently or in collaboration with others. The school expects all pupils to make good or better progress from their individual starting points.

Assessment

Primary Setting

Pupils' progress is assessed against the programme of study for their year group or key stage. Teachers listen to individuals and groups while they are working, recording evidence of progress, providing provocations or identifying and eradicating any misconceptions and challenging or redirecting lines of enquiry. Teachers will continually monitor progress and be expected to deep mark at least once every 10 school days, allowing children to respond in a way that deepens understanding. Mastery workshops are planned to use the outcomes of day-to-day assessment and teachers ensure that all aspects of mathematics, appropriate for the year group, are covered over the course of a term. Pupils are encouraged to be self-evaluative and check their own work. Older pupils engage in peer and self-review and learn how to provide and accept critical feedback and use it to deepen their knowledge and skills. Pupils discuss their learning with a teacher or teaching partner identifying their strengths and any areas they want to improve. We recognise that pupils will progress at different rates. Pupils who exceed age related expectations deepen their understanding and skills through the provision of complex problem-solving tasks.

Teachers are encouraged to share assessment outcomes with pupils and provide constructive feedback which will help pupils recognise what they have achieved, improve aspects of their work and set goals for future learning.

International Baccalaureate

The IB uses both internal and optional external assessment (eAssessment) in the MYP.

School-based assessment

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies.

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

External assessment

In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.

At the same time, schools can register for optional external assessment (eAssessment) in all other elements of the programme. It offers students the chance to earn a formal, internationally recognised certificate if they meet the success criteria.

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MYP eAssessment

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IB assessment principles and practices

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Recognising pupils' achievement

Pupils' work in mathematics and in work across the curriculum will be displayed so that all pupils recognise the practical application of mathematics. All pupils are encouraged to do their best work at all times and teachers should recognise the progress which is being made in all aspects of pupils' work.

Resources

- White Rose Mathematics

- Hamilton Trust Mathematics
- Calculators – from Year 5-9

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1.0	Initial release	H Peacock	February 2020
1.1	Minor formatting changes and corrections.	H Peacock	29/07/2020
1.2	Annual review	Danni Hayes	19/05/2021
1.3	Added in 'Hamilton Trust' as a recognised scheme of work; Deleted the line 'we expect all pupils to achieve, at least, the expected age-related criteria for their age at the end of each year group or key stage'.	E Barton	23/11/2021
1.4	Amended to reflect 10-day mark for maths	Richard Keightley	02.03.22
1.5	IB Assessment overview	Richard Keightley	10.06.22

Music Policy

To be read in conjunction with the;

- Learning and Teaching Policy
- The Special Educational Needs and Disabilities (SEND) Policy
- The Assessment Policy
- National Curriculum Programmes of Study for Music Key Stages 1-3

Rationale

The school's vision is that every pupil will benefit from a well- rounded education which helps them to thrive academically and creatively. The National Curriculum defines music as being a universal language that embodies one of the highest forms of creativity. We aim to inspire, engage and challenge pupils through our music curriculum, engendering a love of music and developing pupils' talents as musicians. Music is taught in mastery workshops or during self-directed learning and used in all areas of the curriculum. We make explicit the very clear link between music and mathematics and help pupils to recognise the ways in which music can reflect or change their emotions. The music curriculum is based on the National Curriculum Programmes of Study for Music.

Aims

- Provide all pupils with opportunities to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the work of great composers and musicians
- Ensure that all pupils learn to sing and to use their voices, to create and compose music on their own, learn a musical instrument, use technology and progress to the next level of musical excellence
- Help all pupils understand and investigate how music is created, produced and communicated, including through the inter-related dimensions (pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation.

Objectives

- Use their voices expressively and creatively by singing songs, and speaking rhymes and chants
- Play tuned and untuned instruments
- Listen with concentration and understanding to a range of high quality live and recorded music
- Experiment with, create, select and combine sounds using the inter- related dimensions of music
- Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations

- Appreciate and understand a wide range of high –quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music
- Improvise and compose, extend and develop musical ideas by drawing on a range of musical structures, genres, styles and traditions
- Use staff and other musical notations accurately and appropriately in a range of musical styles, genres and traditions
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities and scales
- Listen to a wide range of music with increasing discrimination
- Develop a deepening understanding of all types of music that they perform and listen to

Planning

Music is taught during mastery workshops, self-directed learning and through the provision of the International Baccalaureate. Teachers will act as mentors to pupils as they plan and organise their self-directed learning activities. Teachers carefully assess the quality of pupil's understanding, knowledge and skills against curriculum objectives to determine how well they are making progress. Teachers will carefully monitor pupils' progress. They will plan the provocations or 1:1 intervention that are used during mastery workshops to redirect or refocus learning for an individual, group or the whole class. Teachers will ensure that pupils enjoy music workshops and related activities, and that music is used in a meaningful and thought-provoking manner in school.

Pupils with special educational needs and disabilities (SEND), including those with Education and Health Care (EHC) Plans, are included in all music teaching. Teaching and learning tasks are adapted to meet the needs of individual pupils. Teachers carefully consider the profile of groups and learning partners so that all pupils can work independently or in collaboration with others. Teachers ensure, through the use of assessment, that the most able pupils and those that are gifted and talented are challenged. The school expects all pupils to make good or better progress from their individual starting points.

Teachers should ensure that they have read all the school policies and the programmes of study before preparing medium- and short-term plans. It is vital that teachers recognise the skills and knowledge that individual pupils have at the beginning of a programme of study and that they provide pupils with the skills and knowledge they require to work effectively. Teachers should plan music mastery workshops, carefully considering the learning needs of individuals and groups, they should ensure that key vocabulary is taught and understood at an appropriate level.

Assessment

Primary Setting

At the start of each term or part of the programme of study pupils will identify their skills and how they would like to improve. Teachers record what individual pupils already know by using their individual self-assessments together with evidence from lessons or previous work.

Teachers use pupils' self-assessment as the basis for curriculum adaptation so that the needs of all pupils are met. The most able pupils or those that are talented may be set challenging independent

tasks in order to extend their knowledge and skills. During lessons teachers focus on identifying the progress made by individual pupils and their acquisition of knowledge and skills.

At the conclusion of a theme or programme of study pupils will self-assess their learning using the assessments produced at the start of the programme or theme. This analysis of progress together with the teacher assessments gathered during the project will enable the teacher to determine the progress of each individual pupil against the programme of study. Our focus is on deepening pupils' understanding and helping them to gain skills, knowledge and understanding. We recognise that pupils will progress at different rates, but we expect all pupils to achieve, at least, the expected age-related criteria for their age at the end of each programme of study. Pupils who exceed age related expectations can deepen their understanding and skills through further enquiry, this may mean that they achieve some criteria which are above their expected targets.

Teachers are encouraged to share assessment outcomes with pupils and provide constructive feedback which will help pupils recognise what they have achieved, improve aspects of their work and set goals for future learning.

International Baccalaureate

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School-based assessment

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies.

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

External assessment

In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.

At the same time, schools can register for optional external assessment (eAssessment) in all other elements of the programme. It offers students the chance to earn a formal, internationally recognised certificate if they meet the success criteria.

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IB assessment principles and practices

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Recognising pupils' achievement

Pupils will compose and perform pieces of music and sing during performances and other school events.

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Physical Education (PE) Policy

To be read in conjunction with the;

- Learning and Teaching Policy
- The Special Educational Needs and Disabilities Policy
- The Assessment Policy
- The Risk Assessment Policy
- The Recruitment Policy
- The Pupil Supervision Policy
- National Curriculum Programmes of Study for Physical Education Key Stages 1-3
- Off-Site Activities and Educational Visits Policy

Rationale

The school's vision is that every pupil will learn how to live a healthy lifestyle which includes participation in and enjoyment of physical activity. The school recognises the positive impact of competitive sport and ensures that pupils have opportunities to participate in team games, but we also ensure that we offer a range of games and physical activities that allow all pupils to participate and be successful.

The school's core PE curriculum includes but is not limited to; football, hockey, cricket, trail running, short tennis, badminton, and rock climbing. These activities take place off site at the K2 Sports Centre opposite the school and these are delivered by both sports' specialist part-time teachers and our core teaching staff. Other sports such as netball, tennis, and archery are delivered by accessing other off-site sports providers, using the school minibuses as required. Pupils can also use the school's grounds during social times to play self-managed smaller team or individual games, these are supervised by staff as part of our Pupil Supervision Policy. The Broadfield Park and Broadfield playing fields are used for games, multi-sports, football and hockey practise too. Trips to these facilities, as well as the K2, are managed in accordance with our Off-Site Activities and Educational Visits Policy.

'Wild Fridays' give pupils further opportunities to work outdoors, usually on physically demanding activities which provide them with a good understanding of the benefits of fresh air and exercise. During PE and games lessons pupils' understanding of fairness, teamwork and the need to follow rules is further developed.

Aims

- To develop the skills and competence to participate in a broad range of physical activities
- To provide opportunities for the those that are talented to excel
- To promote an enjoyment of physical activity
- To ensure that pupils are physically active for sustained periods of time
- To provide pupils with opportunities to engage in competitive sports and activities

- To help pupils lead active, healthy lives

Objectives

- To give pupils opportunities to improve their agility, balance and co-ordination
- To provide opportunities for pupils to engage in competitive activities against themselves and against others (beating own personal best)
- To help pupils master basic movements including running, jumping, throwing and catching and balance, agility and co-ordination and apply these in a range of activities
- To help pupils participate in team games developing tactics for attacking and defending
- To encourage pupils to use a range of tactics and strategies to overcome opponents in direct competition
- To provide pupils with opportunities to dance using simple movement patterns
- To perform dances using advanced techniques with a range of dance styles and forms
- To help pupils understand how to improve their physical skills and how to evaluate success
- To develop flexibility, strength, technique, control and balance in gymnastics and athletics
- To provide pupils with opportunities to participate in outdoor activities
- To ensure that pupils take part in outdoor, adventurous activities which present physical and intellectual challenge using group and individual skills to solve problems
- To help pupils understand what makes a performance effective and apply this to their own and others work
- To encourage pupils to get involved in sport and exercise outside school
- To ensure that pupils understand the long-term health benefits of physical activities
- To ensure pupils in Years 1-6 can swim competently, confidently and proficiently over a distance of 25 metres
- To ensure pupils can use a range of strokes effectively
- To ensure pupils can use self-rescue in different water –based situations

Planning

Most PE and games are taught off site, they are delivered by qualified instructors who plan the lessons in line with the national curriculum and that of the International Baccalaureate. All external providers have full safeguarding checks, in-line with our Recruitment Policy. We also check the training and safety records of all external providers in order to ensure that all health and safety requirements are met. The proprietor ensures that all of the activities provided by external providers allow the school to meet its aims and objectives and pupils to develop a wide range of skills. Pupils are escorted to PE and games lessons by school staff either on foot to nearby sports facilities, or by school transport. School staff observe lessons and assess pupils' progress against the programmes of study. School staff and external providers work in partnership to ensure that all pupils make at least good progress from their own starting point. There are also opportunities for pupils to have some PE lessons within the school. When this occurs, staff are responsible for planning lessons and ensuring that risk assessments have been carried out.

Pupils with special educational needs and disabilities (SEND), including those with Education Health Care (EHC) Plans are included in all PE and games lessons unless their individual education plans (IEPs) indicate that this would not be appropriate. Teaching and learning tasks are adapted to meet the needs of individual pupils, particularly those with physical disabilities or mobility issues, and the school

will provide specialised equipment if required. Teachers carefully consider the profile of groups and learning partners so that pupils can work independently or in collaboration with others. Teachers ensure, through the use of assessment, that the most able pupils and those that are gifted and talented are challenged. The school expects all pupils to make good or better progress from their individual starting points. Older pupils who are asthmatic should always take inhalers to PE and games lessons; the teachers of younger pupils will ensure that pupils always have access to their inhalers.

Teachers should ensure that they have read all the school policies and the programmes of study before accompanying pupils to PE and games lessons, they are responsible for ensuring that lessons meet pupils' needs.

Assessment

Primary Setting

At the start of each term or part of the programme of study pupils will identify their skills and how they would like to improve. Teachers use pupils' self-assessment as the basis for curriculum adaptation so that the needs of all pupils are met. The most able pupils or those that are talented may be set challenging independent tasks in order to extend their knowledge and skills.

At the conclusion of a theme or programme of study pupils will self-assess their learning using the assessments produced at the start of the programme or theme. This analysis of progress together with the teacher assessments gathered during the project will help pupils to identify the progress they have made and set goals for future improvement. We recognise that pupils will progress at different rates, but we expect all pupils to achieve, at least, the expected age-related criteria for their age at the end of each programme of study. Pupils who exceed age related expectations can deepen their understanding and skills through more challenging activities, this may mean that they achieve some criteria which are above their expected targets.

International Baccalaureate

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External assessment

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Personal, Social, Health and Economic Education (PSHEE) Policy

To be read in conjunction with the;

- The Safeguarding And Child Protection Policy
- The Behaviour Management Policy
- The Anti Bullying Policy
- The E-safety Policy
- The Equal Opportunities Policy
- The Sex and Relationships Policy and Scheme of Learning
- Big Study- Myself
- Big Study- Money, Enterprise and Innovation
- Big Study- Nature and the Natural World
- The PSHEE Association Programme of Study for Key Stages 1-5
- The Prevent Strategy

Aims

- to give our pupils the skills, values and attitudes which will help them to contribute to their own community and to the wider world
- to ensure that pupils are courteous, tolerant, respectful, honest and responsible
- to ensure that everyone is valued and treated equally and fairly
- to provide pupils with the life, financial and entrepreneurial skills which will support successful and productive future lives
- to provide a learning environment which nurtures pupils and promotes happiness, independence and a sense of purpose and direction
- to provide a stimulating curriculum which is inclusive and fosters resilience, curiosity and confidence
- to ensure that pupils know how to stay safe on and offline
- to ensure that pupils understand and uphold the fundamental British values
- to ensure that pupils know about faiths and cultures including their own and that they develop tolerant and respectful attitudes and behaviours

Objectives

- to help pupils become good citizens and live as part of a community
- to help pupils understand our common humanity, diversity and differences
- to develop pupils' understanding of right and wrong and help them to become honest, respectful and reflective individuals
- to help pupils understand sex and relationships
- to help pupils understand what makes a good relationship with others

- to help pupils understand their rights, responsibilities, duties and freedoms and the role of law, justice and democracy
- to help pupils understand and uphold the protected characteristics
- to help pupils understand healthy lifestyles and attitudes
- to promote effective financial management
- to develop pupils' self-confidence and self-esteem
- to provide pupils with an understanding of environmental issues and a determination to to do all they can to make a positive difference
- to prepare pupils for the next stage in their education and for future jobs and careers
- to provide pupils with an understanding of power and how this can be used in positive and negative ways.

Pupils' Spiritual, Moral, Social and Cultural Development

We promote pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs during all activities in school. The school's ethos ensures that pupils are confident, interact with others in a positive way, have sound values and can participate in the school and wider community. The school is run on democratic principles and pupils respect the democratic process in school and as the basis on which law is made and applied in England. Pupils experience the art, music, theatre and dance available in the UK and that of other cultures. Pupils discuss political issues as part of work on current events, the school encourages pupils to develop and articulate a personal viewpoint but it ensures that teaching and discussion is free from political bias and pupils are encouraged to listen to views which are different to their own. The school vets all external speakers and ensures that pupils have access to balanced information and opinions.

Teaching and Class Organisation

PSHEE is taught by teachers and teaching partners in line with the national curriculum and the provison within the nuances of the International Baccalaurette . It is taught to whole classes except in rare cases where staff feel that pupils may benefit from single age or single gender groups or when it is adapted to better meet the needs of pupils with special educational needs and disabilities.

In the Early Years Foundation Stage (EYFS) PSED is a prime area, which is broken down into making relationships, self-confidence and self- awareness and managing feelings and behaviour. These elements encompass all aspects of life in the EYFS. We encourage and support children to develop positive relationships with their peers and adults, through modelled behaviour and circle time and stories. Individuality and self-esteem are developed by a positive reward system and valuing children. A range of resources are used to encourage positive behaviour.

Years 1-9 follow the PSHEE scheme of work produced by PSHEE Association Programme of Study for Key Stages 1-5 and government guidance on sex and relationships. There is no formal assessment for PSHEE but staff monitor pupils' understanding, attitudes and behaviour very closely and challenge any behaviours which do not reflect the vision and values of the school or UK law. Any issues are, in the first instance, dealt with through 1:1 discussion or intervention, except for safeguarding issues or concerns which are always reported to the DSL(s) and/ or local authority safeguarding team and any issues which might come under the PREVENT strategy. Staff intervene if they suspect children are developing unhealthy attitudes, for example, towards food or or relationships, and they will ensure

that children are given opportunities to discuss their concerns or feelings. If staff have any non-safeguarding concerns they will contact parents and/ or deal with issues through the appropriate school policy or support system.

The Sex and Relationships Policy and Scheme of Learning have been discussed and agreed with parents, parents have the right to withdraw primary aged pupils from sex education after discussion with the proprietor.

The school is run on democratic principles and pupils have very good opportunities to participate in the decision making process. Learning takes place during workshop sessions, through Big Studies, (Nature and the Natural World, Myself, Money, Enterprise and Innovation), through STEAM activities and self-directed learning and discrete PSHEE lessons.

Pupils are encouraged to develop and pursue their own interests, to volunteer in school and in their local communities, to care for others and the environment and to be productive members of society. In Years 5-9 pupils begin to learn about the range of careers and jobs which are available and about further and higher education.

During PSHEE pupils learn about faiths and cultures other than their own. They are encouraged to be tolerant and respectful of different lifestyle choices.

Special Educational Needs and Disabilities (SEND)

The school is aware of the particular vulnerabilities of pupils with SEND, particularly in the area of PSHEE. All activities are adapted or scaffolded to meet individual pupils' needs and teachers pay particular attention to ensuring that pupil groupings offer a safe and supportive environment. Where necessary pupils can be placed in small groups in order to match information to their developmental and learning needs.

Assessment - International Baccalaureate

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Science Policy

Rationale

The school's science teaching is based on the Science National Curriculum. The science curriculum is delivered discretely through Mastery Workshops, through Big Studies and self-directed learning. In-line with the school's vision and values pupils are encouraged to learn, independently and collaboratively, through investigation. To facilitate pupils' understanding and prepare them to carry out investigations there will be short mastery workshops, delivered by teachers, before pupils begin investigations. Teachers will also ensure that pupils have the subject specific and cross- curricular skills, knowledge and understanding needed in each study. Throughout the course of an investigation or study teachers will work with individuals or groups in order to check for any misconceptions or provide further challenge. Teachers will use 'Provocations' in order to focus or extend pupils' learning or skills.

Aims

- To provide pupils with coherent and appropriate scientific knowledge, understanding and skills
- To nurture pupils' curiosity and excitement about scientific phenomena
- To develop an understanding of nature and the natural world
- To make links between different subjects and types of learning
- To help pupils to understand the world and their place within it
- To help pupils understand how science can be used to explain what is happening, predict how things will behave and analyse causes
- To ensure that pupils are equipped with the scientific knowledge required to understand the uses and implications of science today and in the future.

Objectives

- To ensure that pupils make progress and develop a secure understanding of concepts
- To ensure that pupils acquire scientific and technical vocabulary and use it precisely and accurately
- To help pupils apply their mathematical knowledge and skills in scientific investigations
- To ensure that pupils can work scientifically
- To provide opportunities for pupils to apply literacy skills

Planning

Through the use of Big Studies and National Curriculum, subjects and programmes of study can be taught effectively to mixed age and mixed ability classes. Additionally, science is taught within the provision of the International Baccalaureates. Each pupil will work at his/her own pace following their

own interests. Teachers will carefully assess the quality of pupil's investigations and enquiries, discussions with others, presentations and written work to determine how well they are meeting a range of criteria. The intention is to develop pupils' knowledge, understanding and skills and help them to understand the links between subjects so that learning is secure. Teachers will carefully monitor pupils' progress. They will plan 'Provocations' that might be used during each Big Study to redirect or refocus learning for an individual, group or the whole class.

Teachers must ensure that the needs of pupils with special educational needs and disabilities (SEND), including those with Education Health Care (EHC) Plans are fully met, that investigations are well matched to their needs and ability and that they can work independently or in collaboration with others. It may be necessary to 'scaffold' some investigations or enquiries or to carefully match presentations and information sharing to individual need. Teachers must ensure, through the use of assessment, that the most able pupils and those that are gifted and talented are challenged, all pupils must make good or better progress from their individual starting points.

Teachers should ensure that they have read all the schemes of learning and associated National Curriculum programmes of study before preparing long, medium- and short-term plans. It is vital that teachers recognise the skills and knowledge that individual pupils require before they begin a Big Study or investigation. Teachers should plan the mastery workshop sessions that they will deliver during Big Studies, and they should ensure that key technical and scientific vocabulary is taught and understood at an appropriate level.

Assessment

Primary Setting

Each Big Study is linked to an assessment grid. Detailed assessment is key to ensuring that all pupils learn and make at least good progress. At the start of each project pupils will identify what they know and what they would like to find out, this should be done independently through brainstorming or listing what is already known and what their interests are. Younger pupils or those with SEND may talk to a teacher or teaching partner or record their ideas pictorially. Teachers should record what individual pupils already know by using their individual self-assessments together with evidence from lessons or previous work. The level of confidence for each criterion is RAG rated, the teacher and pupil can assess the level of understanding.

Planning for Big Projects and self-directed learning is minimal since the focus is on pupils' own investigations and explorations. During lessons teachers focus on identifying the progress made by individual pupils and their acquisition of knowledge and skills. During lessons teachers should focus on listening to individuals and groups, recording evidence of progress or any misconceptions and challenging or redirecting lines of enquiry.

At the conclusion of a Big Study or self-directed learning the pupil will self-assess their learning using the information produced at the start of the project. This analysis of progress together with the teachers own assessments gathered during the project will enable the teacher to determine the progress of each individual pupil against the assessment criteria. Our focus is on deepening pupils' understanding and helping them to gain the knowledge, understanding and skills that they will require in their future lives. We recognise that pupils will progress at different rates, but we expect all pupils to achieve, at least, the expected age related criteria for their age at the end of each Big Study. Pupils who exceed age related expectations can deepen their understanding and skills through further

enquiry, this may mean that they achieve some criteria which are above their expected targets although this may not be at a mastery level.

Teachers are encouraged to share assessment outcomes with pupils and provide constructive feedback which will help pupils recognise what they have achieved, improve aspects of their work and set goals for future learning.

International Baccalaureate

The IB uses both internal and optional external assessment (eAssessment) in the MYP.

School-based assessment

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies.

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

External assessment

In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.

At the same time, schools can register for optional external assessment (eAssessment) in all other elements of the programme. It offers students the chance to earn a formal, internationally recognised certificate if they meet the success criteria.

Once a school registers for eAssessment in the MYP, students can participate in any of these two types of examinations:

ePortfolios of coursework, including a compulsory ePortfolio for the personal project.

On-screen examinations, with each exam lasting two hours.

The graphic below outlines how the two types of assessment – on-screen examinations and ePortfolios – are divided across the MYP's various subject groups.

MYP eAssessment

The mandatory personal project and the optional ePortfolio course works are subject to external moderation of teacher's internal marking. On-screen examinations are externally marked by trained IB examiners.

IB assessment principles and practices

The IB takes great care in ensuring assessment of candidates is meaningful and fair.

Recognising pupils' achievement

During each Big Study teachers and pupils will display pupils' written work, models, drawings and diagrams in a way which supports the learning of others and celebrates achievement. All pupils should be encouraged to do their best work at all times and teachers should recognise the progress which is being made in all aspects of pupils' work.

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