

Elm Green Preparatory School



Curriculum Policy 2A

This policy applies to all pupils in the school including those in EYFS

Reviewed by MH January 2025
Ratified by Principal January 2025
Next Review January 2026

ELM GREEN PREPARATORY SCHOOL CURRICULUM POLICY

1. INTRODUCTION

The school curriculum is made up of all the activities that we organise in order to promote

Reviewed January 2025

learning, personal growth and development. It includes the formal requirements across the subjects as well as extra-curricular activities that enrich the children's experience. It also includes the pastoral curriculum; what the children learn from the way they are treated and expected to behave.

2. AIMS

The school provides a written policy on the curriculum, underpinned by the overall aims and values of the school, which is supported by appropriate plans and schemes of work and takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan and SEND and those who have other particular needs such as looked after children or those who perform a caring role at home. The school ensures the curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Pupils are given experiences so that we:

- Enable pupils to acquire speaking, listening, literacy and numeracy skills
- Enable the highest standards of attainment for each individual pupil
- Promote the spiritual, moral, cultural, mental and physical development of children at the school
- Prepare the children for the opportunities, responsibilities and experiences of the next phase of learning leading on to adult life
- Encourage pupils to respect other people paying particular regard to the protected characteristics set out in the 2010 Act
- Prepare the pupils for the opportunities, responsibilities and experiences of life in British Society

The Principal precludes the promotion of partisan political views in any aspect of the teaching and takes steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The school curriculum provides full-time supervised education for all children in the following areas of experience and development: -

- Linguistic
- Mathematical
- Scientific

- Technological
- Human and social
- Physical
- Aesthetic and creative

3. ORGANISATION AND PLANNING

The curriculum is planned in three phases:

3.1 Long Term – Curriculum Maps:

Plans that indicate what topics are to be taught within each subject in each term and to which groups of children over the course of an academic year.

3.2 Medium Term – Schemes of Work:

These are plans which reflect preparation for the objectives and teaching strategies in each area. These plans are generated on a termly basis. These plans aim to satisfy tests of breadth, balance, coherence, relevance, differentiation and progression. They should incorporate elements that contribute to assessment over time. ***Medium term plans recognise the needs and reasonable adjustments necessary for children on the SEND register. As well as more able pupils*** and those identified as exceptionally able.

3.3 Short-term:

Teachers have a planning file to record their daily objectives. This may include changes to the curriculum or observations/notes on lessons. Any variations from the medium term plans are documented.

Cross-curricular links and the use of IT are encouraged in planning and displays should reflect social, cultural and religious diversity.

4. THE CURRICULUM AND INCLUSION

4.1 Equality of Opportunity:

All our classes are of mixed ability. The curriculum is designed to have subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an EHC Plan and enables access and equality of opportunity for all pupils. Tasks and delivery strategies must be differentiated for the range of ability so that all pupils have the opportunity to learn and make progress. The class teacher is the key worker with oversight for the learning and well-being of all the pupils in their class.

For some pupils it may be necessary to modify curriculum experiences in order to meet their needs. This is only arranged following consultation with parents

4.2 Special Educational Needs:

If pupils are identified as having special educational needs, the school does all that it can to meet those needs and complies with arrangements set out in the Children and Families Act 2014 and SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015) and the school's SEND policy.

Full detail of provision is explained in the school SEND Policy.

4.3 Exceptionally Able:

Similarly, where pupils are identified as exceptionally able, extension or alternative tasks are provided and enrichment activities are recommended in collaboration with the Co-ordinator for exceptionally able pupils.

Staff know which children display these qualities through a regular identification process. Extension tasks that stretch and challenge, as well as curriculum enrichment opportunities are planned for.

A provision map is held for each year group detailing targets and how provision is met. See More-Exceptionally able statement at the end of this policy for identification and provision details.

4.4 English as an Additional Language:

Where pupils with additional languages are thought to require either additional support for their English skills or enrichment opportunities, advice from the SENCO or Exceptionally Able Co-ordinator should be sought.

4.5 Disability:

The school is taking all reasonable steps to ensure that pupils with any disability are not placed at a substantial disadvantage and is compliant with the requirements of the Equality Act 2010. Adaptation of the environment, teaching materials and strategies are detailed in the 3 Year Accessibility Plan.

5. STAGES OF LEARNING

5.1 Kindergarten:

Pupils have diverse pre-school experiences and we strive to build positive links with local pre-school providers and parents. In the September of entry, we meet with all parents of Kindergarten pupils to both provide information on all aspects of school life and outline the curriculum that broadly follows the seven areas of learning of the EYFS Framework. The three prime areas are: Personal, Social & Emotional Development; Communication and Language; and Physical Development. There are four specific areas: Literacy; Mathematics; Understanding the World, and Expressive Arts and Design.

5.2 Key Stages 1 and 2:

The curriculum broadly follows the National Curriculum 2014 and strives to instil key skills in

the areas of communication, application of number, ICT, working with others, problem solving and improving one's own learning and performance.

In Year 5, Verbal and Non-Verbal Reasoning is introduced at the start of the year. Pupils are prepared for 11plus and Common Entrance Papers.

6. DELIVERY OF THE CURRICULUM

1.1 Kindergarten:

The class teacher is responsible for most of the delivery of the Foundation Stage Curriculum with specialist teachers delivering music, music and movement/drama, PE, ICT and French.

Pupils arrive from 8.30 a.m. and leave the school at 3.05p.m. All lessons are of 30 minute duration with a shorter period at the end of the school day.

1.2 Key Stage 1

The class teacher is responsible for the pastoral care and specific PSHCEE delivery as well as the core skills of English, mathematics, science, humanities, art and RE. They support many of the creative areas of development in a cross-curricular approach wherever possible.

Specialist teachers generally deliver music, music and movement/drama, PE, ICT and French.

Pupils arrive from 8.30 a.m. and leave the school at 3.05p.m. Most lessons are of 30 minute duration with a shorter period at the end of the school day.

1.3 Key Stage 2

Years 3-4 The class teacher is usually responsible for the pastoral care and specific PSHCEE delivery as well as the core skills of English and mathematics. They support many of the creative areas of development in a cross-curricular approach.

Specialist teachers may deliver science, history, geography, music, drama, PE, art and design technology, ICT, French and RE.

All lessons are of 30 minute duration with an increasing number of 'double periods'. Pupils arrive from 8.30 a.m. and leave the school at 3.25p.m.

Years 5-6 The class teacher is responsible for the pastoral care and will also teach one of the core subjects (English, mathematics or science) to the children in Years 5 and 6 and whenever possible support the creative areas of development in a cross-curricular approach.

Specialist teachers deliver history, geography, music, drama, PE, art and design technology, ICT, French, RE, VR and non VR.

All lessons are of 30 minute duration with the majority of lessons being 'double' periods. Pupils arrive from 8.30 a.m. and leave the school at 3.25p.m.

1.4 All Stages

Reviewed January 2025

a. PSHCEE:

Throughout the school PSHCEE is an integral part of the curriculum and reflects the school's aims and ethos. Although some specific time allocation is afforded, PSHCEE is not taught in isolation and is the responsibility of all staff who come into contact with the children. Full details are contained in the PSHCEE policy.

b. ENRICHMENT:

Throughout the school opportunities are taken to extend and enrich the curriculum and celebrate diversity through visitors, educational visits, parental support, themed days, use of the environment including Forest Schools, extra-curricular activities and clubs and community involvement.

c. HOMEWORK:

Homework is valued as an important part of learning and also as a means of including parents in their child's learning, whilst promoting independence and organisational skills in readiness for the next phase of schooling. See separate Homework Policy and Parent Handbook.

d. SAFEGUARDING CHILDREN:

The school is committed to the protection and well being of the children in its care and applies the principles of Safe Recruitment when appointing personnel and the application of Child Protection Policies and Procedures from all staff whatever their role and responsibility.

1.5 The Role of the Curriculum Co-ordinators

Is vital for the effective delivery of the curriculum and each subject leader strives to:

- Keep up to date with developments in their subject at both national and local level and identify INSET opportunities for staff to update and improve standards of teaching and learning.
- Provide a strategic lead and direction for the subject
- Support and advise colleagues on issues related to the subject
- Monitor **ALL** pupils' progress in that subject **including those with SEND, more able and talented.**
- ***Ensure high expectations for all learners including those with SEND , More able and talented.***
- ***Plan for and provide curriculum enrichment opportunities that ensure talents are identified and nurtured.***
- Provide efficient resource management for the subject
- Review the way that the subject is taught in the school
- ***Review curriculum regularly to ensure breadth, balance and stretch for the more able.***
- Review the departmental policies, planning and schemes of work regularly with departmental staff
- Plan for improvement
- Communicate regularly on departmental matters with the relevant member of SMT

7 ASSESSMENT AND REPORTING

7.1 Assessment: -

The school has a policy for the assessment and monitoring of pupils and tracking their progress across the curriculum, and reporting. (See separate Assessment and Reporting Policy).

The Assessment Co-ordinator has a programme of meetings with class teachers, subject leaders, SENCO and senior management to discuss assessment data and formulate intervention.

7.2 Reporting:

Full details of the reporting schedule to parents are contained in the Assessment, Recording and Reporting Policy.

8. MONITORING AND REVIEW

This policy will be reviewed each year by SMT, in collaboration with subject leaders.

ADDENDUM: MORE ABLE and EXCEPTIONALLY ABLE PUPILS

Aims and Objectives:

We are committed to providing a challenging curriculum for all pupils. We will provide opportunities to identify, and in turn, nurture those who are ‘more able and exceptionally able’ and their exceptional talents and abilities. It is the responsibility of all staff to address the needs of all pupils.

All pupils have an entitlement to the following:

- Staff commitment to develop their full potential at all times.
- A broad, balanced and appropriate curriculum.
- Lessons that stimulate, interest, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils and through active participation in the lesson.
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those which concern issues relating to those pupils identified as more/exceptionally able.
- A high achieving learning ethos throughout the school

Identification

As a school, we identify more able/ exceptionally able using a variety of identification methods:

- National Curriculum assessments – KS1 and KS2 SATS
- Teacher assessments and biannual examinations.
- Assessments made through other organisations, for example music services, sports awards
- Teacher recommendations/observations
- Scrutiny of work done by pupils

Exceptionally Able – see appendix 2/4

Teachers will identify, and address the individual learning needs of those pupils who are exceptionally able in specific subject areas. These are pupils who are regarded as being in the top 2% of the nation or “off the scale” in an academic sense. They are intellectually independent and may be identified as more able and talented in a number of subjects. Subject co-ordinators have specific criteria for their area. (Subject specific criteria are held centrally in the NACE folder)

More able - see appendix 1

Many of the pupils can be identified as more able against National Standards based on their assessment outcomes and learning styles and abilities. See appendix 1

Multi-exceptionality

The term dual or multiple exceptionality reflects the fact that an individual may have more than one issue alongside their high learning potential, for example have both an autism spectrum disorder and attention deficit alongside exceptional cognitive abilities.

Arrangements for Coordinating Provision – see Appendix 3

- The appointment of a named individual to co-ordinate the school's response to meeting the needs of more able and/exceptionally able pupils.
- Identification documents from NACE are provided to all subject leaders. (See appendix 1)
- Additional identification document for Exceptionally Able students. (See appendix 2)
- Termly NACE staff meetings
- All schemes of work include specific enrichment material.
- An awareness amongst all staff of their role in the identification of more able / exceptionally able pupils based on subject specific criteria and the need to make the curriculum sufficiently challenging.
- The establishment of a register of exceptionally able pupils which regularly updated by specialist coordinator.
- Continuing professional development for staff that addresses the provision for all.
- The effective assessment of pupils' potential and performance.
- The regular monitoring and reporting to the assessment coordinator and SENCo.
- An audit of enrichment and extension opportunities provided by the wider extra-curricular programmes.
- The active encouragement of pupils to enter local and national events, including residential courses and competitions.
- The provision of discrete pastoral care (where required) on an individual basis.
- The provision of mentoring where appropriate.
- Opportunities for more able/exceptionally able to work together.
- Recognition, celebration and rewarding achievement of all pupils.
- Close liaison with external support agencies and the home.
- Mechanisms to identify, monitor and address underachievement.

Identifying more able learners: general characteristics



More able learners may display a selection of the following characteristics:

Personal traits

- Inquisitive, curious, alert and responsive to new ideas
- Quick/agile thinkers
- High self-motivation/initiative; can work well independently
- Socially adept
- Show leadership qualities
- Good/unusual sense of humour
- Sensitive/sensitivity and empathy with others
- Socially immature/isolated; prefer computers to people

Learning ability

- Learn new ideas and concepts quickly/easily/readily
- Good at reasoning/logical/analytical thinking
- Good at dealing with abstractions/abstract thinking
- See relationships between things; can generalise from specific facts
- Good at understanding things/meanings; show unusual insights
- Able to memorise quickly/easily
- Follow complex directions easily
- Keen powers of observation
- Advanced vocabulary/verbally fluent/good self-expression
- Learned to read early, often before school age; rapid readers
- Good attention; concentrate and persevere for long periods if interested

Learning styles

- Dislike repetition of concepts and closed tasks; get bored easily
- Informed/show interest in ideas and concepts beyond their years
- Creative/imaginative; original ideas in problem-solving; may be artistic/musical
- Inclined to choose unusual but effective methods of working, perhaps using a different line of logic or jumping steps
- Many interests/hobbies; read across a wide range of subjects
- Prefer verbal expression; reluctant to record things in writing
- Resent imposed timetable restrictions if interested in a task
- Perfectionists; may lean towards being obsessive

Key question: Do your planning and teaching provide opportunities for learners to reveal and develop these characteristics?

Who are the exceptionally able and how do we know?

Like every other pupil, those deemed to have exceptional abilities and talents deserve our attention and our consideration of their particular needs and how to meet them in school. Exceptionally able (EA) pupils – whether younger or older – may be at risk of being neglected as they are such a diverse group.

Exceptionality may go unrecognised, because too difficult to deal with, because schools have many other priorities, or because it is felt that the needs of the exceptionally able can be provided for alongside their “more able” peers.

There is no universally agreed term for students whose ability exceeds that of even their “more able peers”. Some descriptions include “genius, gifted, very bright, high flyer, very or highly able and talented”. The term “exceptionally able” is used in this guide to describe students whose needs go beyond those of students already deemed to require opportunities for enrichment and extension in the normal curriculum.

The following checklist is indicative of some of their characteristics but should be used critically and carefully, taking particular account of age, developmental milestones and the wider profile of the individual pupil

Exceptionally able students may:

- Possess extensive general knowledge, sometimes know more than the teacher.
- Show good insight into cause-effect relationships.
- Easily grasp underlying principles and need the minimum of explanation.
- Quickly make generalisations and extract the relevant points from complex material.
- Have mental speeds faster than physical capabilities.
- Show exceptional short- and long-term memory.
- Have reading ability well beyond their chronological age.

Some of the most observed characteristics of exceptionally able individuals, taken from the literature, also include the following:

- Rapid and thorough comprehension of the whole idea or concept.
- Unusual ability to perceive essential elements, underlying structures and patterns in relationships and ideas.
- Ability to relate a broad range of ideas and synthesize commonalities among them.
- A high degree of ability to think abstractly that develops early.
- Appreciation of complexity; finding myriad alternative meanings.
- Ability to learn in an integrative, intuitively non-linear manner.
- Extraordinary degree of intellectual curiosity.
- Flair and passion.
- Seeking alternative opportunities independently.
- Exceptional fine motor skills.
- Exceeding beyond requirements of the curriculum.
- Exceptional practical performance.
- Ability from an early age to think in metaphors and symbols and a preference for doing so.
- Ability to learn in great intuitive leaps.
- Awareness of detail.

Recognition of exceptional ability is closely tied to provision; EA will be demonstrated only when pupils have a range of opportunities to do so in a rich, challenging and supportive school environment. Approaches to teaching and learning for these learners often resembles those used with the broader range of very able students, the major differences typically being the extent of complexity, pace and greater personalisation.

Strategies cited by many schools making good provision for EA include:

- Setting high-challenge independent research tasks;
- Higher-order questioning, dialogue and technical/ disciplinary language;
- Giving pupils information about additional study materials and guidance on how to use them;
- Providing more challenging homework and independent learning assignments;
- Giving differentiated success criteria;
- Setting creative open-ended tasks;
- Incorporating AS-level units into GCSE; Using feedback and marking to allow for progress in accordance with ability.

Teaching strategies should take account of the need for:

- Pace of learning commensurate with rapidity of learning in some areas (with implications for classroom management and learning focus in class);
- Conceptual learning to feature highly, with tasks which prioritise problem solving, enquiry, high-level analysis, application and synthesising of learning; bigger picture thinking;
- Advanced material and resources; sources taken from contemporary developments and research;
- Cross-curricular links (“interconnectedness”) and real-life exemplification;
- Development of independent learning and research;
- Flexibility to allow for the pursuit of individual interests and aptitudes.

The needs of exceptionally able pupils are therefore by definition complex and sometimes challenging. They include:

- Having their abilities and talents recognised and valued.
- Understanding of them as individuals.
- Access to and mastery of broad and balanced learning opportunities as well as specialist support where needed.
- Well-planned and differentiated learning in the everyday classroom complemented by enrichment and experiences beyond.
- Longer-term planning for their needs in areas of the curriculum where they excel.

It is of course essential that opportunities in school and beyond allow such abilities to be displayed – and that teachers are also in touch with information about children’s strengths and passions from a variety of sources, including parents and children themselves. Strong communication between all involved in the child’s education is key to successful provision and support for exceptionally able children.

Qualifications and Curriculum Authority (QCA) Guidance on teaching the able, gifted and talented: *“MAT pupils may excel in some of these qualities but may have difficulties with others and need encouragement to overcome barriers. In particular, pupils may be hesitant about taking risks or speaking in class because of a fear of failure. Other pupils may need encouragement to put in the work needed to let their gifts flourish.”*

<http://4cudiu253fp819kr1q2rgolw.wpengine.netdna-cdn.com/wp-content/uploads/2018/04/NACE-Essentials-Guide-3-exceptionally-able.pdf>

Starters CHALLENGES	STRATEGIES
Avoiding repetition or re-learning	<ul style="list-style-type: none"> • Expect pupils to articulate rules or patterns to clarify understanding • Use differentiated examples • Plan for consolidation and confirmation rather than repetition • Use the pace as a new challenge • Look for new contexts in which to practise skills • Select pupils to set the starter activity • Address the same objective through tasks at varying levels
Providing sufficient differentiation in such a short time	<ul style="list-style-type: none"> • Set investigations across a sequence of lessons • Use pair/ small group work • Have tasks which make use of higher order thinking skills • Use differentiated or open ended questioning • Make a statement and ask for it to be justified • Use the follow up question – ‘what makes you think that?’
Offering appropriate challenges	<ul style="list-style-type: none"> • Have ability pairings/ groupings at times • Build an incline of challenge with stepped tasks • Ask abler pupils to articulate the skills involved in completing particular tasks
Introduction CHALLENGES	STRATEGIES
Providing an appropriate level of stimulus and challenge for the most able without losing the majority	<ul style="list-style-type: none"> • Use differentiated questions • Differentiate expectations • Prepare questions targeted on particular pupils which reflect their needs and personalities • Prime able pupils for contributions which extend the experience of all
Involving able pupils in whole class interactive discussion although they may not wish to contribute or might dominate	<ul style="list-style-type: none"> • Be aware of reasons for reluctance and avoid over exposure of able pupils • Direct questions to individuals • Use response partners • Allocate scribing • Expect able pupils to articulate what has been learned
Using modelling productively in relation to the needs of able pupils	<ul style="list-style-type: none"> • Give an oral commentary with the more able in mind • Involve pupils in modelling if appropriate • Ask able pupils to articulate explanations and principles • Use modelling to build the confidence of able pupils • Model problem solving at different levels • Model only that which abler pupils need to know
Development CHALLENGES	STRATEGIES
Ensuring that grouping maximises learning opportunities	<ul style="list-style-type: none"> • Create task-specific groups • Vary group membership • Ensure that there are times when the ablest pupils work together • Ensure that able pupils have the opportunity to follow and to lead • Give able pupils roles in group work that reflect their abilities

Negotiating learning	<ul style="list-style-type: none"> • Promote self-evaluation and self-target setting • Encourage pupils to set questions, not just to provide answers • Negotiate over styles of response and criteria for evaluation • Decide together on the objectives to be addressed by able pupils • Discuss possibilities of varying presentation
Developing the skills of able pupils through working with others of differing abilities	<ul style="list-style-type: none"> • Allocate challenging roles in group work, e.g. chair • Peer editing/ marking • Help able pupils to contribute to the success of others as well as their own
Maintaining the optimum pace for learning	<ul style="list-style-type: none"> • Give all learning a time frame, but match timing to potential • Offer challenging tasks • Expect different rather than just more • Differentiate objectives • Explore possibilities for acceleration
Planning activities which extend learning in breadth and depth	<ul style="list-style-type: none"> • Compact the task • Give a limited focus to promote depth • Plan to engage with higher order learning skills
Plenary CHALLENGES	STRATEGIES
Involving able pupils without diminishing the achievements of others or inviting peer group resentment	<ul style="list-style-type: none"> • Expect able pupils to offer explanation, not just presentation • Exploit the possibilities of presenting in role and reporting back • Encourage able pupils to take notes for feedback • Allow able pupils a different timescale for feedback, e.g. via OHP or ICT at the end of the week • Be aware of the attitudes of other pupils
Engaging with able pupils' level of understanding	<ul style="list-style-type: none"> • Focus on the articulation of what has been learnt, using appropriate terminology • Tackle demanding objectives • Build understanding of the big concepts • Offer the inspiration that can come from meeting older pupils who are more able and talented
Independent work CHALLENGES	STRATEGIES
Marking for maximum progress	<ul style="list-style-type: none"> • Marking should be formative, not just celebratory, and should be focused on specific criteria • Share differentiated success criteria in advance • Vary styles of response and avoid excessive pressure • Encourage self-checking based on prompt sheets for self-analysis
Using homework well	<ul style="list-style-type: none"> • Foster originality, independence and initiative • Set investigative, research based tasks • Monitor independent reading round the subject • Make time for individual feedback

Taken from guidance published by The National Strategy

Support for Exceptionally Able Pupils

Recognition of exceptional ability is closely tied to provision; EA will be demonstrated only when pupils have a range of opportunities to do so in a rich, challenging and supportive school environment.

Approaches to teaching and learning for these learners often resembles those used with the broader range of very able students, the major differences typically being the extent of complexity and pace and greater personalisation. The strategies cited by many schools making good provision for EA include:

- Setting high-challenge independent research tasks;
- Higher-order questioning, dialogue and technical/ disciplinary language;
- Giving pupils information about additional study materials and guidance on how to use them;
- Providing more challenging homework and independent learning assignments;
- Giving differentiated success criteria;
- Setting creative open-ended tasks;
- Incorporating AS/A-level units into GCSE;
- Using feedback and marking to allow for progress in accordance with ability.

Teaching strategies should take account of the need for:

- Pace of learning commensurate with rapidity of learning in some areas (with implications for classroom management and learning focus in class);
- Conceptual learning to feature highly, with tasks which prioritise problem solving, enquiry, high-level analysis, application and synthesising of learning; bigger picture thinking;
- Advanced material and resources; sources taken from contemporary developments and research;
- Cross-curricular links (“interconnectedness”) and real-life exemplification;
- Development of independent learning and research;
- Flexibility to allow for the pursuit of individual interests and aptitudes.

Effective approaches to managing differentiation may include:

- Giving challenging (in-depth/beyond mastery) tasks that are related to the class activity – this is a good option as it keeps the pupil working in the same context as the rest of the class and supports the classroom community.
- Giving material from later in the key stage – usually done alone and with little support as the teacher has the rest of the class to cope with. Able students are entitled to teaching as much as all the others, so use this selectively.

There are a number of ways differentiation can be planned for e.g. by:

Task – pupils start at a higher level than their age peers and may move through concepts more quickly. They may also skip work within levels.

Outcome – pupils engage with the same content or task but the outcome may be open ended to allow the more highly able pupil to explore and extend their thinking.

Resource – the class may be working on the same problem but the resources on offer within the class are different. For highly able pupils this might mean more complex texts or abstract concepts. This allows exceptionally able pupils to explore ideas in greater depth.

Pace – some exceptionally able pupils can benefit greatly from working at a faster pace than their peers. Exceptionally highly able pupils do not require the over learning that others do. Some will make connections and may not require concrete materials. Teachers should also be aware that some exceptionally able pupils will also relish the opportunity to work more slowly allowing time for in depth study.

Choice – all pupils will benefit from what Bruner (1996) calls agency over their learning. Exceptionally able pupils should be given the opportunity to select their own activities. They could also select to use a variety of materials to complete a task or could choose to start a task from a different point.

Questioning/dialogue – Exceptionally able pupils may not require such detailed explanations of the task. Alternatively, they may be offered much more complex instructions and information prior to embarking on a task. Targeted questions that involve higher order thinking skills and more intricate language can be directed towards highly able pupils.

Out-of-school led initiatives for exceptionally able pupils. Events such as:

- Special projects e.g., Architecture and Design challenge events; Science Fairs; Debates events; Maths challenge days.
- Subscription to specific journals/magazines/apps.
- Classes run by University Departments.
- Lectures and events hosted by, for example, The Institute of Physics; The Science Centre; Museums.
- National sporting competitions.
- Enterprise Days - opportunities for real life challenges.
- Guest speaker to expose students to new ideas/language.
- Work experience days/lectures – Careers Ready provide a variety of workshops.

<http://4cudiu253fp819kr1g2rgolw.wpengine.netdna-cdn.com/wp-content/uploads/2018/04/NACE-Essentials-Guide-3-exceptionally-able.pdf>

This policy is reviewed at last annually and is included in the School's policy review schedule.

SAFEGUARDING STATEMENT

Elm Green Preparatory School is committed to maintaining a safe and secure environment for all pupils in accordance with its Safeguarding, Child Protection and Promoting Pupil Welfare Policy.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children in accordance with the School's Equal Opportunities Policies

APPENDIX A

SUMMARY OF AIMS IN BROAD TERMS. Each department will ensure that all current aims are detailed and contained within their policy document which will be reviewed regularly

Personal, social, health and emotional: We aim to assist pupils to:-

1. Respect and value themselves and others
2. Make informed decisions, develop self-discipline and behave positively
3. Recognise and celebrate diversity
4. Understand their responsibilities as members of a community
5. Learn how to keep themselves and others safe and healthy
6. Develop an understanding of the body, its working, its changes and to be aware of the effect of nutrition and substance abuse
7. Achieve to the best of their ability and enjoy learning
8. Prepare for the transition to secondary school
9. Prepare for the opportunities, responsibilities and experiences of life in British Society

Aesthetic and creative: We aim to assist pupils to: -

1. Appreciate music by experiencing it through listening, performing and composing through practical means thereby leading to an understanding of the structure and sounds of music.
2. Where possible to learn proficiency with one or more musical instrument
3. Be aware of and value music of the past, present and other cultures
4. Develop a critical sense with regard to music.
5. Use various art forms, craft and design skills as a means of expression using a variety of materials and methods demanding a range of manipulative and technological skills and extending these skills
6. Be aware of art and design in the environment both past and present.

Communication: We aim to ensure that each pupil will learn to: -

1. Read with accuracy, fluency, expression, understanding and enjoyment from a wide genre of materials
2. Write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage
3. Communicate clearly and confidently in speech and writing in ways appropriate to the occasion and purpose
4. Listen attentively and develop understanding
5. Seek information from various sources and record information in various ways
6. Develop a basic knowledge of a second language i.e. French

Mathematical: We aim to ensure that each pupil will learn to: -

1. Apply computational skills with speed and accuracy
2. Understand mathematical language and concepts
3. Appreciate relationships and patterns in number and space
4. Be aware of the applications of mathematics at home, in school and wider society
5. Develop analytical and logical ways of thought particularly in problem solving

Physical: We aim to ensure that each pupil will learn to: -

1. Develop agility and physical co-ordination
2. Confidence in and through appropriate physical activity
3. Express feeling through movement and dance
4. Apply their skills in a challenging outdoor and indoor environment
5. Acquire knowledge and understanding of basic principles of fitness and health

Scientific and Technological: We aim to ensure that each pupil will learn to: -

1. Apply enquiry, experiment and investigation methods
2. Understand the concept of a fair test
3. Interpret and present evidence, analyse results and problem solve
4. Observe living and inanimate things, use characteristics to discriminate and classify
5. To be aware of and use technology in a rapidly changing society

Social and political: We aim to ensure that each pupil will learn to: -

1. Know about geographical, historical and social aspects of the wider environment, national heritage and culture
2. Be aware of other times, places, cultures, religions and ethnic groups
3. Recognise links between local, national and international events and institutions and their impact on the society in which we live

Spiritual and moral: We aim to ensure that each pupil will learn to: -

1. Respect and apply the values of the school and develop an awareness of self and a sensitivity to others
2. Acquire a set of moral values and the confidence to make and uphold moral judgements
3. Be aware of Christian beliefs and their importance in shaping our society
4. Distinguish fact from opinion
5. Be aware of gender and multi-cultural diversity and begin to recognise prejudice, bias and superstition

