

1. INTRODUCTION

- 1.1 The Tudor Hall school curriculum comprises all the planned activities that are organised to promote learning and personal growth and development. It includes not only the academic curriculum, but also the varied and ambitious co-curricular activities that enrich pupils' experience underpinned by Tudor Hall's Aim Higher ethos and commitment to the school motto *Habeo ut Dem* (I have that I may give).
- 1.2 As High Performance Learning Pathway schools the Tudor Hall curriculum are designed so all pupils can learn, make progress and achieve academic success. All leaders, teachers, pupils and stakeholders believe that every single child can achieve academic success and "build better brains." We aim to ensure all pupils aims grow into enquiring, positive, responsible and resilient young adults, who can make a valuable contribution in the world beyond school regardless of their starting point.

2. AIMS

2.1 **Tudor Hall** curriculum values:

- 2.1.1 The Tudor Hall curriculum is designed to offer a high-performance education which sets no limits on a child's potential, in line with the School aims;
- 2.1.2 To provide a high standard of education for girls aged 11-18 in a boarding environment;
- 2.1.3 To develop the pupils as individuals with regard to the whole person: their intellectual, physical and creative potential and their emotional and spiritual development;
- 2.1.4 To encourage girls to use their talents for the benefit of the community around them whether family, school or the wider world, in the spirit of the motto *Habeo ut Dem* (I have that I may give); and
- 2.1.5 To equip pupils for life after school with the foundation of sound values and faith which are based on Christian teaching but not exclusive of the religions or traditions of other cultures.

2.2 The school curriculum is underpinned by the school values:

- 2.2.1 We value pupils' individuality; we listen to the views of individual pupils and promote tolerance of and respect for people of all faiths and cultures through the spiritual, moral, social and cultural development of pupils;
- 2.2.2 We value the spiritual and moral development of each pupil, as well as their intellectual and physical growth;
- 2.2.3 We value the importance of each pupil in the school community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of the community;
- 2.2.4 We value the rights enjoyed by each person in our society and understand that actions have consequences. We respect each pupil's individuality, and

we treat them with fairness and honesty. We want to enable each pupil to be successful, and provide equal opportunities for all;

2.2.5 We will strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements regarding inclusion;

2.2.6 We value our environment, and we want to teach our pupils through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations; and

2.2.7 The British values of democracy, law, mutual respect and tolerance are embedded within the curriculum and are promoted at various times throughout the school year, and regularly in our assemblies.

2.3 The curriculum delivers the two core strands of High Performance Learning: twenty ACPs - Advanced Cognitive Performance Characteristics (How to think) and ten VAAs - Values, Attitudes and Attributes (How to behave)?

3. CLASS SIZES

3.1 Academic classes in Todd – Vs (years 7–11) will not normally exceed 22 pupils.

3.2 Examination classes in the LVI and UVI (years 12 and 13) will not normally exceed 14 pupils.

3.3 At GCSE and A level, the Deputy Head (Academic) will ensure that group sizes facilitate learning and are viable.

3.4 Option blocks at GCSE and A level will be constructed in line with the class size policy.

3.5 Where classes are taken with the whole year group, such as in physical education, staffing will be sufficient to facilitate team sports and breadth of choice.

4. THE CURRICULUM AND INCLUSION (LINKED TO SEND POLICY)

4.1 We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities (SEND) bring to school life. In accordance with the Equality Act 2010, we take reasonable steps to ensure that disabled pupils and applicants including those with EHC plans are not put at a significant disadvantage in comparison with others.

4.2 The curriculum is designed to be accessed by all pupils who attend the school. If it is thought necessary to modify some pupils' access to the curriculum, in order to better meet their needs, then this is done in consultation with parents and in line with our adapted curriculum protocol included in this policy.

4.3 If pupils have special educational needs, the school does all it can to meet the individual needs and complies with the requirements set out in the SEN Code of Practice (2014, updated 2020). If a pupil needs support in their learning, in most instances, the teacher is able to provide the resources and educational opportunities that meet the pupil's

needs, within normal class organisation. If a pupil's need requires more specialist support, the Deputy Head (Academic and Pastoral) and Learning Support department will be involved in making an assessment and providing the appropriate support.

- 4.4 The School provides an Individual Learning Plan (ILP) for some pupils who are on the learning support register. This sets out the nature of the pupils learning need and outlines how the school will aim to address it. The ILP also set out targets for improvement, so that we can review and monitor the progress of each pupil at regular intervals.
- 4.5 To enable pupils to become confident lifelong learners and to understand their own learning needs, the Learning Support Department works with pupils and their families to develop Pupil Passports written in the pupil's own words for some pupils on the learning support register. These Pupil Passports are shared with all staff who work with these pupils.
- 4.6 Pupils on the Learning Support register who receive additional support may be taught in small groups or have 1:1 support within/outside of the classroom as appropriate.
- 4.7 If pupils in our school have disabilities, then we are committed to meeting the needs of these pupils, as we are to meeting the needs of all groups of pupils within our school (as per the '*Equality Act*' 2010, Updated 2015). All reasonable measures are taken to ensure that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils. Teaching and learning are appropriately modified for pupils with disabilities.
- 4.8 We aim to ensure that all pupils with an EHC plan or medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. During school hours, this is not the sole responsibility of one person but depends upon our working collaboratively with families and any relevant external agencies.

5. CURRICULUM

Todds	
Subject	Periods per week
English	5
Mathematics	5
Science	5
French	4
PE/Games	8
All other subjects	2
IIs	
Subject	Periods per week
English	5
Mathematics	5
Science	5
French	4
PE/Games	8

All other subjects	2
IIIs	
Subject	Periods per week
English	5
Mathematics	5
Science	5
French	4
PE/Games	8
All other subjects	2
IVs and Vs	
Periods per week	
English inc. English Literature	5 (6 in Vs)
Mathematics	5 (6 in Vs)
Science	3+3+3 for DA 4+4+4 for Triple Science
Option 1	4
Option 2	4
Option 3	4
Option 4	4
PHSE	2
Study Skills (IVs only)	1
VI Form	
Periods per week	
Options in LVI	8 per subject, typically 3
Options in UVI	10 per subject, typically 3
PHSE	2
EPQ	2
PE and Games	2

- 5.1 The week contains 56 periods which are 35 minutes in duration. Full school assembly, house time, group time and tutor time take place within these 56 periods. All pupils attend a whole school assembly, one house assembly and three tutor times. Whenever possible, there is no other teaching at this time to enable the whole community to meet.
- 5.2 Schemes of work in all subjects are reviewed at least annually and National Curriculum guidelines are used as part of the planning for these although Tudor Hall maintains an independent approach to its curriculum, devised and designed to deliver the best possible quality of educational provision for our pupils.
- 5.3 Pupils whose first language is not English may undertake additional lessons with a specialist teacher of English as an Additional Language (EAL). This may replace one or both modern foreign languages but will incur an additional charge as part of the package offered by the Learning Support department. (See 'EAL Policy' for further information)
- 5.4 Pupils at Tudor Hall are taught in intelligent student grouping. Mathematics and French are grouped by performance once pupils have settled into Todd and undertaken initial

assessment. For those subjects that group according to performance. The following principles are adopted in determining the composition of sets and any movement between sets:

- 5.4.1 Pupils are placed in groups where they will receive an appropriate level of challenge and at the same time receive the support necessary to ensure they enable them to achieve results demonstrating excellent progress from their individual starting points.
- 5.4.2 Movement between groups after the first half term of Todd normally takes place at the beginning of a Term, although under exceptional circumstances pupils may move during a Term. Parents/ guardians will be informed of such movement and the rationale for it and provided with an opportunity to respond. Pupils will be informed of the movement by the Head of Department or class teacher.
- 5.5 Long term plans of teaching content are provided by each department. Departments plan inclusive programmes of study and demonstrate how they are supporting the skills of communication, numeracy, IT, higher order thinking skills, initiative, independence, collaboration and leadership. More detailed schemes of work and departmental policies are kept in department handbooks.
- 5.6 As part of their long-term planning, departments consider issues of equality and diversity, with the aim of ensuring that the academic programme at the school reflects the cultural breadth of our community and wider world. Departments complete an annual audit to monitor progress in this area.
- 5.7 **Todd – IIIs** (Years 7-9) All pupils follow a broad curriculum.
 - 5.7.1 In Todd pupils study Mathematics, English, Biology, Chemistry, Physics, French, Latin, Geography, History, Religious Studies, ICT, Art, Drama, Dance, DT, Food & Nutrition, Music, PE and PSHEE. French is normally grouped according to performance and previous experience of the language. Mathematics is initially taught as a mixed performance, with groups being formed after the first formal assessments.
 - 5.7.2 The IIs curriculum is as Todd, except that a second modern foreign language is introduced with pupils choosing to study either German or Spanish after a trial period of both subjects.
 - 5.7.3 In the IIIs, all pupils study Mathematics, English, Biology, Chemistry, Physics, French, Geography, German or Spanish, History, Religious Studies, ICT, Art, Drama, Textiles, DT, Music, PE, Food & Nutrition and PSHEE. Additionally, pupils have the choice of continuing with Latin. Those pupils who do not continue with Latin have one lesson per week of Classical Civilisation.
- 5.8 **IVs and Vs** (Years 10 and 11)
 - 5.8.1 Pupils choose from a range of GCSE/IGCSE options so that each pupil follows a course suited to their particular abilities and interests.

- 5.8.2 Most pupils will study 8 – 10 GCSEs, however our Adapted Curriculum Protocol is followed to ensure the most appropriate programme of study is in place for each individual.
- 5.8.3 All pupils are expected to study: English Language and English Literature; Mathematics; Science (either Dual or Triple Award) at GCSE. Most pupils will also study a Modern Foreign Language and a Humanities subject at GCSE.
- 5.8.4 PE/ Games, IT and PSHEE are studied by all pupils in addition to their GCSEs, including appropriate impartial careers guidance and Relationships and Sex Education. See RSE policy and Careers and Work Experience Policy.
- 5.9 All pupils are given the option to choose any combination GCSE/IGCSE subjects from those offered by the school in addition to the core GCSE/ IGCE offering.
 - 5.9.1 Options subjects are: Art, DT, Dance, Drama, French, Food and Nutrition, Geography, German, History, Computer Science, Latin, Music, PE, Religious Studies, Spanish and Textiles. Those pupils who have the aptitude for and interest in the Sciences can choose to study Triple Science.
- 5.10 Pupils are advised to choose a balanced range of options. The school will always strive to honour all option combination requests provided that options are chosen by the published deadline (approximately end of January) and class sizes are viable.
- 5.11 Heads of Departments review and recommend which examination syllabus will be followed. Decisions are made in consultation with the Deputy Head (Academic)
- 5.12 Curriculum overviews are provided by each department and schemes of work development in line with examination board requirements.
- 5.13 **VI Form Curriculum** (Years 12 to 13)
 - 5.13.1 The VI Form curriculum offers pupils opportunities for the advanced study of subjects in an atmosphere where more emphasis is placed on self-discipline and independent learning in preparation for further or higher education and the world of work.
 - 5.13.2 In the LVI, pupils are offered an unrestricted choice of three or four subjects from the following list, to be studied: Art, Biology, Business Studies (A Level and CAMTEC) , Chemistry, Classical Civilisation, Design and Technology, Economics, English, French, Further Mathematics, Geography, German, History, History of Art, Latin, Mathematics, Music, Physical Education (A Level and BTEC), Photography, Physics, Politics, Psychology, Religious Studies, Spanish, Textiles, Theatre Studies.
 - 5.13.3 For the *ab initio* subjects no previous knowledge or experience is required, while for others a proven record of achievement and a high GCSE grade

is stipulated. Our personalised approach to the curriculum means pupils also have the opportunity to take Vocational qualifications as appropriate in Business, and Sport. Additional GCSEs, or introductory certificates in languages, may also be available. Leith's First Certificate is also offered for those pupils with an interest and aptitude for cooking.

5.13.4 In the Lower VI, pupils also have the opportunity to undertake the Extended Project Qualification and a programme of volunteering in line with our school motto; *Habeo ut Dem* (I have that I may give).

- 5.14 PE continues as part of our curriculum and the VI Form pupils are also expected and encouraged to take an active part in both team and individual activities, at both competitive and recreational levels.
- 5.15 When choosing their programmes of study for the VI Form, pupils are advised to choose a balanced range of options which allow them to pursue their chosen career path and which are in line with their aptitudes and interests.
- 5.16 The school will attempt to honour all option combination requests for three options, provided that options are chosen by the published deadline (approximately February half-term) and class sizes are viable. In cases where pupils are well suited to 4 A-Levels, for example when studying Further Maths, the school will still endeavour to allow for this
- 5.17 Heads of Department review and recommend which examination specification they will follow. Decisions are made in consultation with the Deputy Head (Academic).
- 5.18 In choosing specifications and optional content departments will consider issues of equality, inclusion and diversity and pupils' interests.
- 5.19 Curriculum overviews are provided by each department and schemes of work development in line with examination board requirements.

6. EFFECTIVE TEACHING AND LEARNING

- 6.1 **National Curriculum** - We are not required to follow the National Curriculum, but we use it as a basis for our own school curriculum.

- 6.1.1 This enables us to be flexible in what we teach our pupils, tailoring our curriculum and making relevant to the needs of our pupils.

- 6.2 **School Curriculum**

- 6.2.1 We have a school wide programme of study for English and we have school wide schemes of work for Maths, RE and PSHE. These outline the learning aims and outcomes with continuity and progression across the years.

- 6.2.2 In all other subjects, our planning is based on the National Curriculum Assessment – We use formative assessment strategies including Assessment for Learning (AfL) alongside an annual programme of summative assessment to monitor the effectiveness of our school curriculum.
- 6.3 **Co-curricular enrichment** - We enrich, enhance and complement our school curriculum with broad co-curricular provision including:
- 6.3.1 Programme of day trips and residential trips;
 - 6.3.2 Visitors coming into school;
 - 6.3.3 Before and after school clubs;
 - 6.3.4 Themed weeks/days; and
 - 6.3.5 Outdoor learning days.
- 6.4 **Monitoring** - Consistent and clear monitoring of lesson plans, exercise books/learning journals, teaching, displays and learning environments take place regularly
- 6.5 **Tudor Hall**
- 6.6 In offering a broad and balanced curriculum, it is recognised that pedagogy will differ between departments. Effective teaching, in-part guided by Tudor Hall's 'Teaching and Learning' group, is defined as that which leads to enhanced pupil learning and value-added outcomes.
- 6.7 Pupil progress is monitored by the pupil's subject teachers, Heads of Department, tutor, Housemistress, LS staff where applicable and Head of VI Form (as appropriate) and overseen by the Deputy Head (Academic).
- 6.8 We expect our teachers to establish good working relationships with all pupils in their classes. We treat pupils with kindness and respect. We treat pupils fairly and equitably to ensure all pupils are able to take part in class activities.
- 6.9 In line with the 'High Performance Learning' (HPL) framework we expect our teachers to provide inclusive teaching and learning activities that are varied and that challenge, excite, enthuse, develop, and encourage intellectual curiosity while also supporting and reinforcing as necessary developing the skills and knowledge required to succeed in public examinations.
- 6.10 Pupils at Tudor Hall are encouraged to take responsibility for their own learning and staff praise them for both their positive learning characteristics and their attainment. In support of this, personalised learning allows them to receive the appropriate level of challenge and make progress whatever their starting points or protected characteristics.
- 6.11 We believe in High Performance Learning. This means that pupils are expected and encouraged to develop the twenty '*Advanced Cognitive Performance Characteristics*'

(ACPs) and ten 'Values Attitudes and Attributes' (VAAs) see **Appendix 3** and **Appendix 4**.

6.12 As a High Performance Learning Pathway School we believe in a growth mindset:

6.12.1 We reject the idea that a learner's intellectual capacity and talent are innate and fixed.

6.12.2 We believe that intellectual capacities and talents are developed through dedication and effort.

6.12.3 We explore mistakes, viewing them as learning opportunities.

6.12.4 We reinforce the growth mindset when thinking, speaking and writing about pupils.

7. MARKING AND FEEDBACK

7.1 **Tudor Hall**

7.2 It is the responsibility of all teachers, overseen by the Deputy Head (Academic), to ensure that pupils receive regular, appropriate and actionable feedback to move learning forward and report on their progress in line with this policy. This will be monitored in a variety of ways to include:

7.2.1 Learning walks and lesson drop-ins;

7.2.2 Departmental reports and examination analysis;

7.2.3 Analysis of pupil feedback; and

7.2.4 Work scrutiny.

7.3 Heads of Department, overseen by the Deputy Head (Academic), are responsible for ensuring that detailed a departmental marking and feedback policy appropriate to their specialism is in place in line with the whole school policy, and for ensuring that all members of the department use this when marking pupils' work.

7.4 Teachers are responsible for ensuring pupils receive timely formative feedback on their Prep (as per Prep setting guidelines) and work completed in-class.

7.5 In Todd – IIIs formally marked work should include clear indication of **What Went Well** (WWW) and how to improve **Even Better If** (EBI).

7.5.1 At GCSE and Post 16 marking and feedback will normally be in line with examination board criteria.

7.6 The whole purpose of this formative assessment and feedback is to:

7.6.1 Identify Learning Gaps;

7.6.2 Provide timely and specific feedback to pupils;

- 7.6.3 Require pupils to respond to and act on feedback and close the Learning Gap; and
- 7.6.4 Reinforce the importance of the ACPs and VAAs.
- 7.7 Pupils are therefore required to reflect on feedback provided from formally assessed work and identify their own next steps. This should be recorded in their books or folders.
- 7.8 Teacher feedback can be written or verbal, from the teacher, peers or themselves – but the intention is the same – to move learning forward. Effective feedback at Tudor Hall has the following principles:
- 7.8.1 Feedback is **acted** upon so that pupils can evidence that they have improved learning and performance;
- 7.8.2 Feedback is **specific** so that pupils are clear how to improve learning and performance;
- 7.8.3 Feedback is **timely** so that pupils can respond shortly after the subject matter was first taught;
- 7.8.4 Feedback is **frequent** so that pupils can redirect learning swiftly and make rapid progress;
- 7.8.5 Feedback also addresses literacy and pride so that pupils' work is literate and presentable; and
- 7.8.6 Within subjects there will be a variety of means of giving and collection feedback such as verbal or peer.
- 7.9 Feedback is given in three ways:
- **Immediate Feedback** – at the point of teaching e.g. following a hinge question
 - **Summary Feedback** – at the end of a task/lesson e.g. Exit Ticket
 - **Review Feedback** – subsequent to the point of teaching e.g. written comments on essays

Type	Possible Features	Evidence you may see
Immediate	Takes place every lesson with the whole class, individual pupils or small groups	Improvement evident in books through increasing quality of work over time
	Provides an opportunity to redirect pupil or teacher action within the lesson	
	Teacher gathers feedback following instruction using MCQ or mini-whiteboards or hinge question	Some of the features during a lesson observation
	Pupils self-mark a short quiz and share the results	Some evidence of annotation of pupil work, use of marking code or highlighting in books
	Often given verbally for immediate action	
	Sometimes will involve the highlighting or marking of pupil work	Use of coloured pen to signify response to feedback
	Often requires the pupil to respond to the feedback	
Summary	Takes place at the end of a lesson or activity	Lesson observations
	Provides an opportunity for evaluation of learning in the lesson	Pathways activity following assessment
	Often involves whole group	Re-teaching
	Teacher leads guided feedback using a model answer following a piece of extended writing	Guided feedback using a model answer
	Self or peer assessment against an agreed criteria	Do Now linked to stubborn misconception from last lesson
	Sometimes involves a pupil responding to feedback	
Review	Takes place away from the point of teaching	Evident in books/folders
	Provides an opportunity for teachers to assess for understanding and redirect planning	
	May involve written comments/annotations on pupil work	
	May involve written targets	
	May require a pupil to respond to feedback	

- 7.10 The school uses (internally) nationally benchmarked baseline testing to monitor pupil progress from their starting points:
- MiDYiS – Todd – IIIs
 - Yellis – GCSE
 - ALIS-T – A level
- 7.11 Parents/guardians should know and understand the level of their daughter/ward's attainment and her Attitudes to Learning (ATLS) from:
- Regular data tracking reports (usually half termly)
 - Regular written reports (usually termly)
 - Regular parent-teacher consultations (at least once per academic year)
- 7.12 A process of self-reflection is built into the school calendar to allow pupils to reflect on their learning characteristics across all subjects and to identify SMART targets each term.

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APPENDIX 1 - PROTOCOL FOR ADAPTING THE CURRICULUM FOR INDIVIDUAL PUPILS

1. ADAPTING THE CURRICULUM: PRINCIPLES AND PRACTICE

- 1.1 Any adaptation of the curriculum which affects the entitlement of a pupil to our full offer is not a decision to be taken lightly. In all cases, and in all year groups, we expect any decision to adapt a pupil's curriculum to be taken in liaison with relevant subject staff and may include discussion with the Head of Learning Support, Head of VI Form, parents/ guardians and SLT as well as the individual pupil.
- 1.2 In the case of pupils up to GCSE, the final decision regarding any change to be made lies with the Deputy Head (Academic) and will normally follow a formal request by the parents/ guardians. In the VI Form the decision to make changes lies with the Head of VI Form in consultation with the Deputy Head (Academic)
- 1.3 Consideration will be given to adapting the curriculum for any pupil if:
 - Ill-health or extenuating circumstances in her home life, has led to a sustained period of absence;
 - Her well-being or mental health is being adversely affected by the workload of a full timetable;
 - She is working in an additional language;
 - She has significant additional learning needs;
 - She has co-curricular commitments above and beyond those normally expected of pupils in her year group; and
 - From our tracking processes we identify that a pupil is already underperforming or is likely to significantly underperform in the end of year internal and/or external assessments if she continues to follow a full curriculum.
- 1.4 If it is felt that a pupil is not able to cope with the demands of the curriculum, either she or her parents/ guardians/carer needs to contact the school, and her tutor and where appropriate the Head of VI Form, who will liaise with the Head of Learning Support.
- 1.5 In cases where there is significant underperformance, the school will make contact with parents/guardians.
- 1.6 Discussions will then take place on how best to move forward with advice and assistance from members of staff. In the first instance, help from subject teacher(s) and the Head of Learning Support should be sought as soon as difficulties arise so that remedial action can be taken and useful advice given. Time should then be allowed for improvements to take place before any significant changes are implemented. Our preference is for our pupils to have their full entitlement, if it is at all possible, in these cases.

2. DROPPING A SUBJECT AT GCSE OR A LEVEL: PROCESSES

- 2.1 We will make every effort to see that pupils who embark upon an examination course see the course through to its satisfactory completion; i.e. grade 4 or above at GCSE, and grade E or above at A Level.
- 2.2 If a colleague is concerned about a GCSE pupil's lack of progress, the concern should be raised first with the tutor or subject teacher, who has the background knowledge. There are sometimes domestic or personal reasons which cause a pupil to underachieve, and if it seems in their best interests to permit a lightening of the examination load, this may be considered. The tutor will consult with the Head of Learning Support and Deputy Head (Academic)
- 2.3 If a pupil wishes to drop the subject, and it seems likely that reducing the load will improve the overall learning situation, the tutor will recommend to this to the Deputy Head (Academic). Parents/ guardians will be consulted and will confirm in writing their agreement for their child not to be entered for the examination in that subject. Normally this will take place after examinations in IVs or Vs autumn assessments. The Tutor will oversee the completion of the Curriculum Adjustment Form and submit this, when completed, to the Deputy Head (Academic). The Exams Officer and Data Manager are advised at this point.
- 2.4 Where difficulties encountered by a VI Form pupil persist to the point where the pupil wishes to give up the subject concerned, she should discuss the situation with her tutor and seek a meeting with the Head VI Form. The Head of VI Form will discuss the situation with the pupil and consult the tutor and where appropriate, the Head of Careers, and the Deputy Head (Academic). The agreement of parents/guardians will be sought before any final decision is reached. VI Form pupils wishing to move between A Level subjects must normally have done so by the end of September of the Lower VI in order to maximise potential for success.
- 2.5 There may be occasions when performance in trial examinations at GCSE or A Level is disappointingly lower than anticipated. In this case, the school may recommend a smaller number of examination subjects so that the pupil can work to guarantee success in other subjects, particularly the core subjects at GCSE. Parents/guardians will be advised of the recommendation and their agreement sought.
- 2.6 In all cases where the number of GCSE entries is reduced, the pupil will do work in the extra time made available which aids improvement elsewhere. This may include additional support lessons with a Learning Support teacher or additional work in core subject areas.
- 2.7 If a pupil drops an A Level subject, all efforts will be made to support the pupil with an alternative use of her time in line with her needs and career/university aspirations. This could include an alternative course or work experience.
- 2.8 The tutor/ Head of VI Form will oversee the provision of additional or compensatory work, and will monitor the arrangements with the Head of Learning Support and Deputy Head (Academic).

APPENDIX 2 - AIM HIGHER PROGRAMME

The Aim Higher programme encourages all pupils to extend their learning and interests beyond the classroom, and to strive to do the very best they can in all areas of school life. It provides them with the opportunity to discover what motivates them and to develop skills to become confident learners. It is a whole-school, inclusive programme.

Weekly sessions

Core to the programme are the weekly Aim Higher Sessions, led mainly by the school's staff and VI form pupils. Designed for academic scholars, **all pupils are welcome to attend**. Some sessions run as lectures whilst others involve debate and discussion.

Scholarships

- Scholarships are available to pupils at 11+, 13+ and 16+ in a range of disciplines. (See Scholarship Policy);
- To be awarded a scholarship, pupils have shown themselves to have a real Aim higher approach to learning, demonstrating a high level of ability, interest, and motivation towards their chosen specialism;
- Academic scholars are supported an academic mentor, who may also be their tutor;
- Scholars in other disciplines are supported by a mentor in their specialistic area; and
- Aiming high means taking intellectual risks and never being afraid to fail.

APPENDIX 3 - ADVANCED COGNITIVE PERFORMANCE CHARACTERISTICS



Advanced Cognitive Performance Characteristics (ACPS)

META-THINKING		
	Meta-cognition	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other.
	Self-regulation	The ability to monitor, evaluate and self-correct
	Strategy-planning	The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work
	Intellectual confidence	The ability to articulate personal views based on evidence
LINKING		
	Generalisation	The ability to see how what is happening in this instance could be extrapolated to other similar situations
	Connection finding	The ability to use connections from past experiences to seek possible generalisations
	Big picture thinking	The ability to work with big ideas and holistic concepts
	Abstraction	The ability to move from concrete to abstract very quickly.
	Imagination	The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge
	Seeing alternative perspectives	The ability to take on the views of others and deal with complexity and ambiguity
ANALYSING		
	Critical or logical thinking	The ability to deduct, hypothesise, reason, seek supporting evidence
	Precision	The ability to work effectively within the rules of a domain
	Complex and multi-step problem solving	The ability to break down a task, decide on a suitable approach, and then act
CREATING		
	Intellectual playfulness	The ability to recognise rules and bend them to create valid but new forms
	Flexible Thinking	The ability to abandon one idea for a superior one or generate multiple solutions
	Fluent thinking	The ability to generate ideas
	Originality	The ability to conceive something entirely new
	Evolutionary and revolutionary thinking	The ability to create new ideas through building on existing ideas or diverting from them
REALISING		
	Automaticity	The ability to use some skills with such ease as they no longer require active thinking
	Speed and accuracy	The ability to work at speed and with accuracy

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APPENDIX 4 - VALUES ATTITUDES AND ATTRIBUTERS



High
Performance
Learning

Values Attitudes and Attributes (VAAs)

EMPATHETIC		
	Collaborative	The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas and contributions.
	Concerned for society	The ability to know the contribution you can make to society for the benefit of those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples; be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies.
	Confident	The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations, including when this places them under stress.
AGILE		
	Enquiring	The ability to be curious; be willing to work alone; be proactive; keen to learn; show enterprise; think independently; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to develop your own views and solutions.
	Creative and enterprising	The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise and show originality in your work, developing a personal style; be resourceful when presented with challenging tasks and problems, using your initiative to find solutions.
	Open-minded	The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.
	Risk-taking	The ability to demonstrate confidence; experiment with novel ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.
HARD WORKING		
	Practice	The ability to train and prepare through repetition of the same processes in order to become more proficient.
	Perseverance	The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.
	Resilience	The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.