

Intuition Curriculum, Teaching and Learning Policy

		Date	Review Date
Written by	Melanie Hawe	5/9/20	5/9/21
Initially Reviewed by	Emma Shutt	5/9/20	5/9/21
Reviewed by	Anna Hulme	12/7/2021	
Signed by (Gov)			

Legal Status

This is a Statutory Policy that complies with the Education (Independent School Standards) (England) Regulations 2014, enforced January 2015, Part 1: Quality of Education

Policy Applies to: -

- All staff (teaching and non-teaching) and volunteers working within the school

Related Documents: -

- Assessment, Marking and Reporting Policy
- Educational Visits and Off-Site Activities Policy
- Positive Relationships Policy
- Personal, Social, Health and Economic Education Policy
- Special Educational Needs and Disability (SEND) Non-Discrimination Policy
- Spiritual, Moral, Social and Cultural Education Policy
- E- safety Policy
- This Policy should also be read with the School Prospectus, either on-line or a paper copy



Availability

This Policy is made available to staff, parents and pupils via the school website and, on request, a paper copy may be obtained from the School Office.

Monitoring and Review

This Policy is subject to continuous monitoring, refinement and audit by the Principal.

Policy Statement and Rationale

We aim to provide a broad-based academic Curriculum enhanced by educational visits and extra curricula activities which will be delivered within the context of the schools aims and ethos.

We have students referred to Intuition School who are working between pre-entry level and entry 3, therefore, our qualification offer intends to drive progression and outcomes all the way to Level 2.

We aim to provide a challenging and stimulating curriculum, which encourages an enthusiasm and love for learning and develops intellectual curiosity, creativity and personal growth, together with a trauma-informed pastoral care offer and parallel curriculum activities to help students develop a wide range of key and transferable skills.

Our curriculum is well planned and ensures that all students are able to acquire knowledge and understanding, develop and practise new skills and make progress in a range of learning areas.

There are options at KS4 for students to enhance their core subject offer with further personalised learning, such as cookery qualifications or accessing different provisions.

Where a student has EHC Plan the Outcomes are broken down into Milestones and further fine grained into termly milestones. Each student is fully aware of these milestones as they are incorporated into their individualised Personal Safety and Support Plans.



Aims

The Intuition School aims to produce students who are happy, well balanced, and

- who are curious and have a thirst for knowledge
- who know how to learn and work independently
- who understand their own ability
- who strive to produce their best results
- who is kind, compassionate and tolerant
- who live healthy lifestyles
- who are prepared for the next stage in their lives
- who know how to conduct themselves appropriately and are well mannered

We do this by: -

- providing a fun, stimulating and challenging learning environment.
- reflecting our high expectations through encouraging independent learning and self-discipline.
- establishing a mutually supportive partnership between parents/carers and staff enabling shared responsibility for the education of the students.
- promoting an awareness of and respect for a diversity of cultures, values and beliefs and abilities.
- working together to create a caring community of learners, where every student feels safe and valued.
- ensuring all students have appropriate and equal access to the curriculum

Our Ethos

We provide an educational community that is rich in aspiration, innovation and nurture. We use bespoke teaching methods and evidence-based strategies that enable our students to emerge as emotionally secure and resilient young adults.

Our curriculum – Essential Skills

Intuition School is committed to providing a curriculum which ensures that all of the students acquire and develop skills appropriate to their ability and aptitude in the following areas: -

- **Linguistic:** This area is concerned with developing communication skills and increasing a student's command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in English lessons. The teaching of literacy and literacy skills is not, however, confined to these subjects. Teachers will encourage good linguistic and literary standards in all subjects as evidenced in Medium Term Planning.
- **Mathematical:** This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways including practical activity, exploration and discussion.
- **Scientific:** This area is concerned with increasing the student knowledge and understanding of nature, materials and forces, and with developing the skills associated with science as a process of enquiry, i.e.: observing hypotheses, conducting experiments and recording their findings.
- **Technological:** Technological skills for the students can include information and communication technology, coding, developing, planning and communicating ideas, working with equipment, materials and components to produce products that the students are proud of, and evaluating processes and products.
- **Human and Social:** This area is concerned with people and their environment and how human action, now and in the past, has influenced events and conditions. At the Intuition school History, Geography and Religious Education make a strong contribution to this area intrinsically weaved in to a thematic curriculum.
- **Physical:** The aim in this area is to develop the physical control and co-ordination of the students, as well as their tactical skills and imaginative responses to help them evaluate and improve their performance. Students also acquire knowledge and understanding of the basic principles of fitness and health.

- **Aesthetic and Creative:** This area is concerned with the process of making, composing and inventing. There are aesthetic and creative aspects to all subjects, but some make a particularly strong contribution; including computing and the study of literature, music, art and drama, as they call for personal, imaginative and often practical responses.

Teaching and Learning

The National Curriculum informs our planning, but we operate a predominately functional skills and personal development led curriculum. It has been developed to increase each student's knowledge and skills across a broad range of subjects, ensuring students achieve their full potential and emotional resilience. The curriculum is constantly under review, taking account of the changes in the needs of our students and of those of our society.

We aim to do this in a fun and exciting environment developing our students' self-motivation, ability to think and learn for themselves, and application of their intellectual, physical and creative skills.

Our staff are enthusiastic and have good knowledge of the subject matter being taught. They adopt teaching methods applicable to the students' learning and pastoral needs. We understand that students learn in different ways and respond to different types of input (visual, auditory or kinaesthetic) therefore our teachers will deliver teaching in different ways to address the needs of each student.

Students are taught in mixed age classes and work according to their ability. This ensures that students only progress to the next level when their knowledge and understanding of a subject is secure, enabling individual needs to be met. Lessons are planned and the following are the types of activity in which the students take part: investigations and problem solving, research, computing, practical activities, outdoor activities and visits, debates, role play and drama and oral presentations, cookery, gardening and enterprise projects, creative study. Students may undertake work independently, in pairs or in groups. We encourage students to take responsibility for their own learning.

We ensure that no student is discriminated against as we take account of the needs of each student and that all are treated fairly and equally. We make reasonable adjustments where necessary. We follow the SEN Code of Practice and our SENCO reviews EHCPs regularly to ensure all interventions are in place and making a difference to each student.

With positive relationships as the foundation, we adopt a trauma informed approach. The Behaviour for Success Policy {currently under review to become the Relationships Policy} outlines how best we encourage good behaviour through a series of effective strategies that encourage all the students to behave responsibly both in and out of school.

We monitor curriculum, teaching and learning by:

- reviewing each subject area of the curriculum regularly and at least annually
- ensuring that all abilities are taught the requirements of our curriculum and that lessons have appropriate learning objectives and outcomes
- monitoring and reviewing school practices which impact upon teaching and learning.
- Monitoring and reviewing the way in which subjects are taught
- Monitoring the support that class teachers require
- Using and assessing well – judged and effective teaching methods and managing class time
- providing learning coaches in class
- providing differentiated teaching to take account of the most able and those with special educational needs.
- Setting appropriate homework.
- providing good quality accommodation and good quality, appropriate resources
- setting up Personal Safety and Support Plans for all students
- Maintaining regular communication with the parents/ guardians and the student regarding the IEP
- Making reasonable adjustments for students with SEND.
- Implementing the School's Relationships Policy consistently.

See also the Relationships, Special Education Policy and Anti Bullying Policy

Planning

Planning is vital to the educational process. Looking at the curriculum, lessons are planned to take account of each subject area and the skills and knowledge that we hope our students will acquire. This planning takes account of the range of the aptitudes,

needs, skills and prior knowledge within the class. Our staff build on students' prior knowledge of the subjects to ensure that the lesson is taught in an appropriate level, environment and with the appropriate materials available.

We do this by establishing:

- Long Term schemes of work for each subject level, indicating what topics are taught in each term and to which group of students. This takes account of the mixed age teaching groups within the school.
- Medium Term Plans which clear guidance on the objectives that are set for each topic.
- Short Term plans that are prepared weekly/daily {as necessary} to set out the objectives for each session and to identify resources and activities for the lessons.
- Clear and accurate individual Personal Support and Safety Plans that inform teaching staff of a student's prior knowledge/ learning need etc.

Progress and Assessment

The school has a high ratio of teaching staff to pupils and we also have a close working relationship with parents/carers; both of these factors enable us to know the students well, be able assess their needs and to plan lessons to take account of each student.

Assessment is ongoing and in variety of formats (not exhaustive)

Formative	Marking and feedback	Quizzes	End of topic assessment	Peer/self-assessment
Summative	Controlled assessment	Group/ individual project	Observation / feedback	Presentation

The assessment process enables teachers to be able to accurately, plan and then deliver appropriate work and also allows us to see each student's progress.

Progress, assessed through a variety of means, is measured on a regular basis, targets set, and lesson plans put in place. Assessment data is also documented on individual Personal Safety and Support Plans, which are dynamic documents, under constant review.

Informative assessment takes place continuously in the classroom and comprises of: -

- well understood learning objectives, which are shared with the students.
- plenaries being used as assessment opportunities.
- effective teacher questioning.
- observations of learning.
- analysing and interpreting evidence of learning to inform future planning.
- sensitive and positive feedback to the students.

Some regular summative assessment will also take place, such as:

- Precision Teaching of Spelling and Multiplication
- Half termly 'teacher' based assessments
- Termly online progression testing and diagnostic testing {BKSB}

Staff training and resources

Lessons are observed termly. Constructive feedback is given, training needs identified and drawn up on to a professional development CPD plan. Performance Appraisals occur annually.

Staff take part in regular training and development both in and out of school and share good practice between themselves.

New members of staff follow an Induction process.

EAL

Students who have English as an Additional Language (EAL) are assessed on entry to the school and lessons are planned to take account of their needs. If the student needs additional support, small group work or 1: 1 work may be provided to enable them to fully access the curriculum.

Students with Special Educational needs and Disabilities (SEND)

Each student will have a Personal Safety and Support Plan, which will document the termly milestones based on their EHCPs and provide the additional assistance the student might need. Parents/Carers and their student are always involved in the planning, learning stages and reviewing stages.

See also the SEND policy

Personal, Social, Health, Citizenship and Economic Education

We actively promote personal, social, health, Citizenship and economic education for each student; we understand the value of PHSCEE is an important part of a student's development and it is an integral part of our curriculum, reflecting the school's aims and ethos.

Through good role models, students receive a comprehensive, ability appropriate programme.

We provide positive experiences through planned activities so that our students:

- understand the need for, and take part in activities to establish a healthy lifestyle
- are aware of the needs of themselves and those around them
- engender mutual respect and tolerance of those with different faiths and beliefs
- understand that certain characteristics are protected by law
- understand and have regard for the fundamental British Values of Democracy, the rule of law and individual liberty
- have economic education to prepare them for the next stage in their life
- have age appropriate sex and relationship education

See also the Spiritual, Moral, Social and Cultural Policy and SRE policy.

Timetable

The Timetable is constantly under review. When allocating lesson times, we are mindful of Government Guidance. All of our lessons are 45 minutes long.

Effective Classroom and Learning Environment

Each of our teachers maintains good relationships with all the students in their class and treats them with kindness and respect. We recognise that they are all individuals, with different needs and we treat them fairly, giving them equal opportunities to take part in class activities.

We praise students for their efforts and, by doing so, we help them to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times and when students misbehave, we follow the guidelines for sanctions, as outlined in our Behaviour for Success {Relationships} Policy.

Following our baseline assessment up on entry students will be placed into the applicable teaching group according to their current ability.

We aim to provide a learning environment which: -

- is challenging and stimulating.
- is peaceful and calm.
- is happy and caring.
- is organised and well-resourced.
- makes learning accessible.
- is encouraging and appreciative.
- is welcoming.
- provides equal access and inclusion.
- provides a professional working atmosphere.

Termly learning/ classroom walks are carried out by a member of SLT. These are recorded and shared at the following curriculum meeting. Actions are identified via any findings.

Learning Outside the Classroom – Educational Visits/Off-Site Activities

Integral to our Curriculum is a wide range of educational experiences which extend beyond the classroom door and enrich the Curriculum. Visits may be linked to a topic or are designed to extend a student's knowledge of the world in which they live.

We ensure at least 3 cultural and science-based visits per school year i.e.

The local Mosque, Shakespeare's house, The Big Bang Fair

Subjects Offered

Subject	Level /Certification	Awarding body	GCSE Equivalent
Maths Functional Skills	E1, E2, E3, L1 (signposted for GCSE)	SFJ Awarding Body	Entry level 1-3 This is similar to having: 1 GCSE below grade G or level 1 Level 1 A level 1 qualification is similar to having a GCSE at grades D–G or 1-3. Level 2 A level 2 qualification is similar to having a GCSE at grade A*–C or 4-9.
English functional language and literature	E1, E2, E3, L1 (signposted for GCSE)	SFJ Awarding Body	
Science	E3-L2 Award, Certificate, Diploma	SFJ Awarding Body	
ICT	Entry level award	Open College Network West Midlands	
IT users	E3-L2 Award, Certificate, Diploma		
Volunteering	Level 2	Open College Network West Midlands	
Enterprise in craft	L1 Award	Open College Network West Midlands	

John Muir	Award		
Employability and Personal Development	E3-L2 Award, Certificate, Diploma	Open College Network West Midlands	
Skills for Living and Work	E3-L2 Award, Certificate, Diploma	Open College Network West Midlands	
Gardening and Agriculture	E3-L2 Award, Certificate, Diploma	Open College Network West Midlands	
Short courses and qualifications	L1 Food Hygiene L1 First Aid E3 Travel Training	Open College Network West Midlands	
Non-Qualification Programme Activity			
<ul style="list-style-type: none"> ● PSHE (via PSHE association and external workshops) 			
<ul style="list-style-type: none"> ● Enrichment 			
<ul style="list-style-type: none"> ● FRIENDS – emotional resilience programme 			
<ul style="list-style-type: none"> ● Forestry School Skills 			
<ul style="list-style-type: none"> ● Stop, Think, Do- emotional management programme 			
<ul style="list-style-type: none"> ● Animal Care and first Aid 			
<ul style="list-style-type: none"> ● Physical Education and Team Games 			
Holistic Curriculum Offer			
<ul style="list-style-type: none"> ● Mindfulness 			

● Relationship Building and Positive Friendships
● Family learning
● Spiritual, Moral, Social and Cultural Vocational Experiences
● FRIENDS – cognitive behavioural therapy
● Community and Charitable Programme
● Stop, Think, Do – emotional management programme
● Work Experience
● Travel Training
● Creative studies

Subject Rationales

We have Rationales for each of the subjects on offer at Intuition School. These can be seen on the website, and can be available upon request.

Interventions at Intuition School

As well as baseline testing students will carry out core subject diagnostics testing every half term. This, along with collaborative teacher assessment will accurately inform specific intervention that will be carried out by our SEN tutor. Intervention does have a specific place within our timetable, however there is further opportunity for one to one provision throughout the school week. These interventions are monitored, tracked and data generated that will inform overall subject progress and development areas.

Thematic Curriculum

Subject	Art	PE	Science	Geography	History	ICT
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<p>Maths Functional Skills (<i>Number, Money, Shape, Time, Probability, Fractions, Data</i>)</p>	<p>There are many useful ways to integrate these two subjects. Children can use colors and shapes to enhance their understanding of math. They can also apply math theory to pictures and objects. When thinking of math not strictly in terms of arithmetic, but also in terms of problem solving, geometry, and visualization, ideas will start to materialise for integrated lesson plans.</p>	<p>Teaching staff will create tactile and physical activities to explore math. Timing experiments, fractions and probability can be creatively demonstrated through students taking part in relay, circuits and using gym equipment. Sports analysis, rule of play, league tables will play a vital role in connecting students with functional maths and numeracy elements.</p>	<p>Math naturally incorporates scientific language and connotation. Teachers will use experiential learning to capitalise on scientific methods within topic areas. Probability will explore experiment, observations and analysis as well as accurate result recording. Patterns in math will be demonstrated and will call up on scientific theories. Measuring time and space will draw up on physics and the quantum</p>	<p>Students will have opportunity to explore math and make connections with their environment i.e. communities where math occur and the wider world. Students who are studying money will make comparisons with various currency and exchange rates. Time can be explored through seeking an understanding of meridian influences and differences globally to establish a</p>	<p>Aspects of history will be identified through our mathematical topics, we will explore time in a deeper sense by looking at time gone by, how our ancestors experienced and measured time. Historical mathematic influences figure prominently as students take part in kinaesthetic activities that will help to embed learning and experience and the development of math strategies through the ages. Teaching staff will draw up on historical scenarios to explore probability and functional life</p>	<p>Pupils can use ICT as a tool to perform calculations, draw graphs and help solve problems. The most obvious example of ICT being used in this way is when pupils use a calculator to carry out more difficult numerical calculations. However, pupils may use a spreadsheet, computer algebra system or graphical calculator to solve a problem by trial and improvement or iterative methods. They may use a graphical calculator or graph plotter to solve an equation graphically rather than algebraically. Pupils can use the comprehensive statistical features of a graphical calculator to carry out a statistical analysis of data that they have collected. Constructing a figure in a dynamic geometry</p>
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		Wherever possible teachers will use a physical and tactile approach to learning.	elements associated. Biological aspects will be raised through studying math by humanising concepts, theory and practical experiment to demonstrate theory. Students may time their heartbeat or look at blood sugar levels and the relevance.	deeper connection with the subject and personal place in the world.	skills will be conveyed using cultural and historical context.	package may help a pupil to understand, solve and then prove a geometrical problem. When pupils are using ICT as a tool to find things out, solve problems or help them to understand what is happening, then it is often helping them to develop their skills in using and applying mathematics.
Subject		PE	Science	Geography	History	
English Functional Skills and literature <i>(Novels and Biography, Creative writing, Argument and Debate, Poetry)</i>	Through creative writing exploration we can challenge students' thinking by applying creative learning strategies through physical play, activity and assessment. Pieces of work may be best inspired by taking walks through the park or following workouts at the gym. Creating platforms to encourage a healthy mind		Functional skills require exploring and understanding life skills and to acquire this, Teachers will use scenario approaches that will use materials and	Personalised learning is at an optimum through our approach to English and literacy functional skills. Options to explore geographical	Our identified themes throughout the academic year will naturally encompass historical significance as students explore topics such as the Holocaust and have opportunity to immerse themselves in a series of activities that will promote understanding of such significant historical happenings, with further opportunity to contextualise learning and demonstrate levels of understanding via writing, poetry and debate.	

	<p>and body will support all learning outcomes, in particular creative approach and responses to learning and outcomes.</p>	<p>information to improve comprehension skills and the ability to collect and analyse information.</p>	<p>aspects are almost limitless through our topics. Teachers will use strategies through the various dynamics of the lesson to explore 'who, where and why' which will expose cultural, societal, and environmental factors that contribute to our English studies. Getting to know authors and understanding their background and influences will provide students will a deeper</p>	
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			linguistic understanding of the subject and their surroundings. By doing so will create a deeper and more connected piece of reading, writing, speaking and listening.		
Subject		PE	Science	Geography	History
Personal Development and PSHE <i>(Self-esteem, Communication, Well-being, British values, Gymnasium)</i>	<p>Students will have a vast opportunity to learn through creative practice and approaches the importance and impact of a healthy lifestyle. Students will be given the guided resources and information to enable a portfolio of informed research to formulate through self-growth and improvement. This will be an holistic approach that will draw up on various learning styles and teaching methods.</p>		<p>For our students who take part in STEM (science, technology, engineering, maths) activities they will naturally be promoting self-awareness, self-reflection and introspection</p>	<p>Students will study the British values that we promote via the guidance that is provided, this will enable students to really understand where they fit in to society and to study the dynamics</p>	<p>To be able to fully adopt current thinking an innovation student will be required to understand past influences and timelines of development as well as influential theory and fundamental historical revelations that have progressed societies values, beliefs and structures significantly. Students will partake in activities that will help inform and create autonomy by connecting with historical events and developments.</p>

			as learning is developed.	nationally and make comparisons globally. We will explore communication methods and influences thoroughly and look at the cultural impact of varying communication sources.	
Subject		PE	Science	Geography	History
Enrichment – <i>(Professional workshops & interviews, Careers, work experience, Mentoring, Visits and Trips</i> <i>John Muir award, food and cookery, Alternative provision</i>	Students will have vast opportunity to explore workshops and training centres and carry out interviews from various backgrounds working in healthcare professions. Students will learn from professionals directly how healthy diet, mindset and application of physical activity can impact positively up on spiritual, emotional and physical wellbeing.		Workshops will give students the opportunity to discuss life skills, options and career pathways. We will look at the STEM (science, technology, engineering and maths) which are the	Seeking an understanding of who we are and our place in the world through the exploration of fashions, cultures and values globally. Workshops will enable students to	Visiting museums, galleries and events that will showcase humanity and its evolution. Students will have the opportunity to spend time with and interview staff from libraries and museums to increase understanding and awareness within the realms of historical content that will naturally promote enrichment.

<i>access, Volunteering , Skills for living and work))</i>		core foundations of the industrial and corporate world and will shape student's decision making for their future employability and lifestyle choices.	explore the experiences of professionals and others from various cultural backgrounds and other countries.	
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Communication with Parents/Carers

We believe that parents and carers have a fundamental role to play in helping students to learn; to this end we do all we can to inform them about how their students are learning and achieving by: -

- Holding Parent/Carer afternoons to explain our school strategies and target setting days.
- Uploading information to our website and systematically directing parents/ carers to our website at the start of each term, in which we outline the topics that the pupils will be studying during that term.
- Uploading Curriculum Policies and Overviews to the School Website and informing social media of events and celebration.
- Sending reports to parents/carers, in which we explain the progress made by each student and indicate how the student can progress or improve further.
- Maintaining strong lines of communications with all parents/carers.

We believe that parents/carers have a responsibility to support their students and the school in implementing the Parent/Career Agreement. We would like parents to: -

- Ensure that their student has the best attendance and punctuality possible.
- Do their best to keep their student healthy and fit to attend school.
- Inform the school if there are matters outside of school, which are likely to affect a student.
- Promote a positive attitude towards the school, staff and learning in general.
- From September 2021, ensure their student is dressed in school uniform.

Concerns and Complaints

Parents/Carers who have concerns or complaints about any aspect of the Curriculum should, in the first instance, discuss these with the student's teacher. If the issue is not resolved, parents should contact the Principal. The school has a separate Complaints Procedure in place, which may be found on the website (www.intuitionschool.co.uk) or a paper copy may be obtained from the School Office.

Reviewed January 2020

Review Due 2021

Appendix to Curriculum Policy

Differentiation

At Intuition School, differentiation takes place in all lessons in order to ensure that each and every one of our pupils is able to access the curriculum to their full potential and to feel confident in their success as a learner. Effective differentiation helps pupils to realise excellence through perseverance. Rather than operating the more typical 'Gifted and Talented' provision delivered in many other schools to target higher attaining and/or highly engaged pupils, we believe that all pupils should be stretched and encouraged to learn both in and beyond the classroom. Where pupils show a particular aptitude and/or interest in an area of learning, the teacher will identify and monitor this and, where possible, plan opportunities within the school. Parents will also be provided with

information about opportunities beyond school; out of school achievements in any area are shared and celebrated in school assemblies.

For this reason, our ultimate aim is that differentiation should be personalised, such that each student is able to work to secure maximum learning and engagement.

Differentiation at Intuition School takes five distinct forms:

By task – where pupils of differing abilities and/or learning styles are given tailored activities to enable them to achieve the Learning Objective to the best of their abilities.

By outcome – where all pupils are given the same, open-ended tasks to complete allowing for pupil response at different levels. This can be demonstrated through the use of ‘All, Most, Some’ structure for Learning Outcomes, within an all- encompassing Objective. This should not be relied on regularly as the sole means of differentiation, however, since it can inhibit the attainment of pupils at the lower-performing end of the class.

By support – where more support is given to some pupils than others. It should not be assumed that more support will necessarily be given to one particular pupil demographic, since it will vary by task – in some situations, for example, those pupils with SEND may need personalised support, whilst in others More Able pupils may need help to reach the next level of understanding.

By choice – Where more than one method or strategy may be deployed in order to achieve the same Learning Outcome, pupils are allowed to select the style/method that will work for them, and that they enjoy. This is most effectively used when accompanied by time for pupils to reflect upon whether they feel their choice was the right one and the way in which they learn best.

By resource – Where a different array of resources may be provided based on attainment and understanding, since some resources may be more or less suitable dependent upon literacy, speed of working, need for stretch and challenge, etc.

A truly effective lesson makes use of multiple types of differentiation. At Intuition differentiation and personalisation are central to teaching and learning and ensure that all learners can access the learning provided. Our pupils have a wide ability and age range and for some pupils English may be their second language.

A **curriculum** that is differentiated for every pupil will:

- build on past achievements.

- present challenges to allow for more achievements.
- provide opportunities for success; remove barriers to participation.

Pupils learn at different rates, have different areas of interest and different levels of motivation. It is unlikely that all pupils in the same class will be at the same level in particular attainment targets. Similarly, it is unlikely that any one pupil will be at the same level in all parts of a programme of study. All classes will require an element of differentiation if the pupils are to meet all the learning outcomes.

The aim is to create a **learning environment** that encourages students to engage their abilities to the greatest extent possible, including taking risks and building knowledge and skills in what they perceive as a safe environment.

It should focus on:

- encouraging independence – tolerating and encouraging student initiative.
- accepting – encouraging acceptance of others' ideas and opinions before evaluating them.
- variety – including a rich variety of resources, media, ideas, methods and tasks.
- higher levels of thinking: setting tasks involving logical problems, critical thinking and problem solving.

Tasks across all subjects should be varied and include

- open-endedness: encouraging risk-taking and the response that is right for the pupil by stressing there is no one right answer.
- group interaction: with highly able and motivated pupils sparking each other in the task, with this sometimes being on a competitive and sometimes on a cooperative basis (depending on the task and its objectives).
- variable pacing: allowing pupils to move through lower order thinking more rapidly but allowing more time for students to respond fully on higher order thinking tasks.
- variety of learning processes: accommodating different pupil's 'learning styles.
- debriefing: encouraging pupils to be aware of and able to articulate their reasoning or conclusion to a problem or question.

- varied grouping strategies: facilitating pupils to work with “like minds”, in some situations, or deliberately using ‘mixed-ability’ grouping where interaction and differentiated roles may benefit all participants.

Language Considerations It can be misleading to assume that the language used by a teacher will be understood by all the class. Some pupils have very weak linguistic abilities with both receptive and expressive language problems. They may miscomprehend simple commands and appear to be lazy or stubborn, when in reality they just do not understand the instructions. Bearing this in mind, the teacher needs to differentiate the language used, keeping it simple, again highlighting key words, and asking pupils to repeat the instructions of a given task in their own words.

Good Teaching Practices

Teachers should get to know the pupils well, becoming aware of any factors which may affect their learning, e.g. minor hearing problems. Moving around the class will let pupils feel they have had the teacher’s individual attention.

All teachers and learning coaches will be informed of individual students needs following the Initial Assessment. This will give relevant information about the student such as previous levels, current baseline levels and preferred styles of learning as well as any necessary strategies that are required. This is essential information before teaching commences and will be reviewed frequently. Subsequent planning is then formed with these aspects fully in mind.

An ethos should be established whereby a contribution from pupils is valued, with all achievements being celebrated and pupils being encouraged to become involved and to take risks with the articulation of ideas and suggestions.

Constructive Feedback is given to pupils orally and in the marking of their work (see Assessment Policy).

Records of assessment, which indicate what each pupil has already achieved and their individual levels of understanding, are also kept.

Adjusting Questions: during large group discussion activities, teachers direct the higher-level questions to pupils who can handle them and adjust questions accordingly for pupils with greater needs. All pupils are answering important questions that require them to think but the questions are targeted towards the pupil’s ability or readiness level. Teachers need to know what the Learning Outcomes are and assess whether these have been reached. Contextualisation (Maths / English minimum core) is present within schemes of work and this disseminates through to short term planning, teaching and learning.