

CRADLEY C OF E VA PRIMARY SCHOOL



Vision Statement: Enriching Lives

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<u>Dates</u>				
Written	Nov 2005			
Reviewed	Nov 2006	Nov 2009	Nov 12	Nov 15
Amended				
Next Review	Nov 2009	Nov 2012	Nov 15	Nov 18

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EQUAL OPPORTUNITIES POLICY

Note: This policy is in addition to separate policies that fall within the scope of the school's 'Equal Opportunities Policy', i.e. policies on Multicultural Education and Racial Equality. This policy deals with other areas of education that need to be separately mentioned in a comprehensive policy on Equal Opportunities, i.e.

1. Teaching styles.
2. Entitlement of access to the whole curriculum.
3. Progression within school.

This policy promotes our mission statement of “Enriching Lives”

Teaching Styles

There are a few strategies which are fundamental to the teaching styles at the school:

- pupils experience a variety of activities during a course of study and during a lesson if possible.
- there are many opportunities for individual and/or group activities. Co-operative group work can enhance communication, social and critical thinking skills.
- there will be occasions when the whole class is taught the same basic concept – this develops listening and learning skills that are crucial to a successful education at primary school and beyond.
- staff will encourage pupils to pursue a piece of work over a period time e.g. project work and practical investigations, where research is carried out
- staff encourage the development of higher order skills such as formulating hypotheses, testing others, drawing conclusions from evidence and clarifying their own values.
- staff encourage pupils to formulate questions and to seek answers for themselves.

The staff regularly exchange their experiences of the Scheme of Work at staff meetings - the successes and failures of different strategies are a prominent part of this exchange. There are also meetings held with the Heads of each Key Stage which provide opportunities for exchanges of views.

Entitlement of Access to the Whole Curriculum

All pupils follow the same Scheme of Work in each Key Stage. Some pupils may work at a faster pace and/or study more extension work than others. Differentiation is the means by which different pupils within the same class achieve different results and levels of achievement. The time at which the class teacher will direct a pupil onto a higher level is purely dependent on the stage of cognitive development reached by the pupil and not on his/her age.

Progression Within School

There is an implication in the way that the National Curriculum is set out, in the apparent hierarchy of levels, that pupils learn fundamental concepts in a linear fashion. This is not necessarily the case and much care needs to be exercised in the construction of a Scheme of Work. We accept that some pupils make what appears to be erratic progress through the levels. For this reason our Scheme of Work is a spiral/progressive system that allows, in as much as possible, for concepts to be revisited. The course is generally subject based and areas are re-visited in various years, both reinforcing and enhancing previous work. The levels of the bulk of the work experienced in each of the year groups is shown in the following table:

Year	Levels experienced	Year	Levels experienced
1	1 - 3	4	1 - 4
2	1 - 3	5	1 - 5
3	1 - 4	6	1 - 5

Any tests that are given will often include several questions from the previous year's work. This allows for achievement of statements that were experienced/assessed in the previous year. The current schemes of work appear to satisfy the needs of pupils of all abilities. They are also sufficiently demanding to test the most able pupils to the full, and encourages those of average abilities and below to new levels of achievement.