



LDBS Academies Trust

**LDBS Academies Trust
&
LDBS Academies Trust 2
Greater Depth Policy**

DATE APPROVED	26 th June 2024		
NEXT REVIEW DATE (Biennial)	June 2026		
SIGNED (EXECUTIVE) HEADTEACHER		DATE	
SIGNED CHAIR OF THE LOCAL ACADEMY COMMITTEE		DATE	

Vision Statement

Our schools serve the whole community where all are welcomed, valued and supported. We aim to enrich the life experiences of all the children and families we come into contact with to help our children grow spiritually, mentally, and academically. We seek to have a broad curriculum where all faiths are honoured within a Christian context.

Jesus promised a life in all its fullness which means that we value each person as the individual God made them to be; we encourage creativity and teamwork in our schools; we encourage forgiveness and put others' needs before our own; we actively encourage everyone to work to care for creation; learning the full range of subjects (including Religious Education) and always aiming for excellence. Daily Collective Worship is provided as a space to ask big questions, reflect on what is happening in the world around us and pray. Put simply, our schools are life-giving.

In our school we demonstrate how we support this vision through our values which are *[insert text]* and summed up in the following statement *[insert text]*.

We live out our values and vision through our key policies e.g. The behaviour policy is supported through the values described in the rewards and sanctions section of the policy demonstrating the importance of dignity and forgiveness.

The school admissions policy decided by the Local Academy Committee shows our inclusivity and the importance we place on service to our local community.

The breadth of the curriculum and the creative projects which we enjoy are key to providing opportunities for children to experience life in 'all its fullness', so that alongside learning and wisdom they also experience joy and delight in learning.

Care for the individual and their needs is crucial and the school's policies regarding inclusion and SEND are constant reminders that each of us is known to God and our names are 'inscribed on the palms of His hands'.

The HR policies are common in all Trust schools and are created to ensure that individuals are treated fairly and with dignity. All HR policies have been scrutinised by the various unions to ensure that they contain acceptable procedures.

Policy

Greater depth is something that is possible for all pupils whatever their ability.

All children should be given the opportunity to study at greater depth. This means that the curriculum must provide opportunities for children to explore and develop their own interests and skills. This in its turn will help to meet our vision for all children to become life-long learners who have a full and enriching life.

Children should begin to explore the concepts that lie behind what they are doing. They ought then to be able to apply their learning in different contexts and explain what they are doing to others. Working at greater depth should allow children to work independently and also when they come up against a problem feel their way towards a solution with the resilience and confidence to overcome a setback.

Teachers should:

1. Help children to question more deeply by sharpening their own questioning skills.
2. Help children to be excited about their learning by using an innovative and challenging curriculum.
3. Ensure that new skills become embedded and are regularly used so that they can become even deeper.
4. Link learning to everyday life so that there are familiar hooks on which children can hang their learning.

Assessment and monitoring will, from time to time, provide a challenge as for some children greater depth may not be measurable in a conventional way. In those cases, schools will use the model from Early Years Education using post -its, photographs or recording in some appropriate manner the progress children make in their learning.

Each term all schools will take samples of greater depth learning from children working at three different levels. The samples will be moderated across the schools by the assessment co-ordinators to make sure that as a Trust we have a shared understanding of greater depth.