

How we achieve excellence



The Gregg School

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Challenging every student

The curriculum at The Gregg School is not merely designed to prepare students for examinations. We aim to **continually stretch and challenge our students** to develop existing skills and to discover new talents. Although the environment is supportive, learning is not designed to be easy, with **regular assessment** ensuring that teaching is matched to students' needs

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The curriculum

The curriculum is broad in KS3 and aims to encourage a range of interests. English, Mathematics, Science, Computing and Foreign Languages feature strongly, alongside the breadth of humanities, creative subjects and sport. At GCSE, a degree of specialisation develops but students are able to keep their options open and combine a variety of subjects. Learning in the classroom is enhanced by a range of educational visits.

The Valor co-curricular programme encourages students to experience and develop new skills and interests whilst receiving accreditation for their effort.

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Ensuring student progress

Students are **assessed on entry** to the School using the nationally recognised Centre for Educational Management (Durham University) **MidYIS Assessment**. The detailed educational profile for each student arising from this is used by teachers to plan the appropriate **individual learning challenge**. Students are set an end of year academic target in all their subjects, and their progress towards each **target is tracked and reported** to parents four times per year.

Expected achievement pathway

The School has developed our **Expected Achievement Pathway (EAP)**. This a predictive model which indicates an expected 'flight path' for a student based on their prior attainment and progress. The EAP is used by teachers and senior staff to **track students' progress** and to intervene where support is needed.

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Academic Monitoring

Following each of the four data collections, a week is set aside for pastoral tutors to meet with their tutees on a one-to-one basis to **review their individual progress data**, and for each student to identify where they might need to focus extra attention. Students record the outcomes from these conversations and **set themselves short term targets/strategies** for improvement which are reviewed with their tutor at the next monitoring point.

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More Able & Talented (MAT)

Students who achieve a MidYIS score placing them within the **top five percent** of students who sat the assessment nationally are considered by the School to be **more able**. Students having a talent in their subject are **identified by teaching staff through a referral process**. The School provides a wide range of **enriching opportunities** for these students by offering them new challenges and experiences, and the **opportunity to develop new interests, talents and self-confidence**. Senior staff ensure that lesson planning and schemes of work take account of the needs of students identified as being **MAT**.

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Examination Results

The success of our unrelenting focus on ensuring that every child is supported and challenged to achieve their personal best is borne out by their success in GCSE examinations. Our students' achievement over time is consistently well above that predicted by the Centre for Educational Management, and demonstrates the added value we offer at The Gregg School.