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| <u>Responsible Body</u> | <u>Title of Policy</u> |  |
| <u>Governing Body of Flyford Flavell First School</u> | <u>Greater Depth Standard Policy</u> | |

Last reviewed on Date: 30th October 2025

Next Review Date: 30th October 2028

Signature..... (Chair of Governors)

Print Name.....

1. Purpose and Rationale

Flyford Flavell Primary School is committed to providing all pupils with an ambitious, balanced and inclusive curriculum that enables every child to reach their full potential. This policy outlines the school's approach to recognising, planning for and assessing greater depth learning within the foundation subjects, from Early Years to Year 6.

'Greater depth' refers to pupils who demonstrate a secure understanding of age related expectations and who are able to apply this understanding with increasing sophistication, independence and creativity. The purpose of this policy is to ensure consistent expectations and practice across all subjects, year groups and phases.

2. Definition of Greater Depth

Greater depth is not defined by coverage of content from subsequent year groups, but by the depth, sophistication and independence with which pupils apply and communicate what they know. A pupil assessed as GDS has not only met the expected standard but consistently:

Demonstrate secure mastery of the key knowledge and skills for their year group.

Use and apply subject specific vocabulary with confidence, fluency and clarity

Apply learning independently to new situations and contexts.

Make links across topics, disciplines and prior learning.

Ask perceptive questions, justify opinions and evaluate evidence.

Show curiosity, initiative and reflection in their learning.

Produce outcomes that reflect higher levels of accuracy, originality or insight.

Demonstrates an ability to appreciate and evaluate a range of viewpoints/concepts, while articulating personal thoughts and feelings with clarity and independence.

Demonstrates a natural aptitude and intrinsic ability in areas such as music, art, design or physical education, showing talent that extends beyond taught skill.

3. Aims

Through this policy, Flyford Flavell Primary School aims to:

Promote consistency in understanding and provision for greater depth across all foundation subjects.

Ensure that teachers plan opportunities for pupils to deepen and extend their knowledge, skills and understanding.

Support subject leaders in monitoring, evaluating and celebrating greater depth learning.

Provide clear expectations for identifying, assessing and evidencing greater depth.

Encourage pupils to take ownership of their learning, demonstrating independence, enquiry and reflection.

4. Curriculum and Planning

Teachers are expected to embed opportunities for greater depth within the teaching and learning of each subject. This is achieved by:

Designing sequences of learning that include open ended tasks, higher order questioning and opportunities for independent choice.

Encouraging enquiry, problem solving and evaluation as integral aspects of the curriculum.

Providing extension and enrichment tasks that require pupils to apply prior learning in new or unfamiliar contexts.

Allowing flexibility for pupils to pursue personal interests or lines of enquiry within a subject area.

Ensuring that greater depth tasks remain rooted in the expected knowledge and skills of the National Curriculum for the relevant year group.

In Early Years, greater depth is identified through children's ability to apply learning across different areas of provision with independence, originality and sustained focus.

5. Identification of Pupils Working at Greater Depth

Teachers identify pupils working at greater depth through ongoing formative assessment, observation and professional judgment. Evidence may include:

Pupils' verbal contributions, reasoning and questioning during lessons.

Written, practical or creative outcomes that show insight, precision or originality.

Independent projects or extended responses that demonstrate depth of understanding.

Application of prior learning to new contexts or problem-solving situations.

Formal assessments

Home learning

In core subjects the national curriculum descriptors can be applied.

Pupils may demonstrate greater depth in one aspect of a subject but not another; judgements should be holistic and responsive rather than fixed labels.

6. Teaching and Learning Approaches

Effective provision for greater depth includes:

Challenge through depth, not acceleration: pupils explore content in more complex, connected or applied ways rather than moving ahead of the curriculum.

High quality questioning: open questions that prompt explanation, reasoning and evaluation.

Independence and ownership: opportunities for self direction, reflection and decision making.

Cross curricular application: using knowledge and skills from one subject to enrich understanding in another

Collaboration and discussion: structured opportunities for pupils to articulate and defend ideas, challenge one another and refine thinking.

7. Assessment and Monitoring

Assessment of greater depth is based on teacher judgement supported by evidence from classwork, discussion and observation. Subject leaders will include greater depth learning within their monitoring cycles. Pupils working at greater depth in foundation subjects will be tracked and reviewed. Moderation within and across year groups will ensure consistency of judgements. Over time, exemplars of greater depth work will be collected for foundation subjects and shared to support professional dialogue. Our formal assessment cycle will be used to support assessment of core subjects and end of block assessments/knowledge organisers used to support assessment in the foundation subjects.

8. Roles and Responsibilities

Class Teachers: Plan, deliver and assess greater depth opportunities within their curriculum. Maintain evidence and record judgements.

Subject Leaders: Monitor provision and outcomes for greater depth, support teachers through CPD, and maintain exemplars in subject leadership files.

Senior Leadership Team: Oversee implementation of the policy, ensure equitable opportunities for all pupils, and evaluate impact through whole school monitoring.

Governors: Receive reports on the effectiveness of provision for greater depth within the wider curriculum.

9. Professional Development

Flyford Flavell Primary School supports teachers in developing subject knowledge and pedagogical strategies for challenging all learners, including those working at greater depth. CPD may include:

Moderation meetings and work scrutiny.

Collaborative planning focused on deep learning and higher order thinking.

Sharing of best practice and modelled lessons.

Access to external training or subject specific networks.

10. Evaluation

Subject leaders and SLT will evaluate:

Consistency of implementation across subjects and phases.

Evidence of pupils demonstrating greater depth learning.

Staff confidence and professional development needs.

Impact on pupil outcomes and engagement.