**POLICY STATEMENT**

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| Policy | Knowledge is Power (KiP) policy |
| OFSTED Standard No |  |
| School Department  | Teaching. Learning and assessment  |

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| Date Written | 6th April 2017 |
| Written by | G Sutton |
| Approved by | G Sutton |
| Date of Approval | 6th April 2017 |
| Next major review date | 6th April 2018 |
| Location and disseminations | A copy of the policy can be found, in the school admin office and on the school website.  |
| The context of the policy and its relationship to other policies  | This policy should be considered in conjunction with other written policies on behaviour, health and safety, medicines, school visits, child protection and safeguarding. |

Knowledge is Power (KiP) policy

The Knowledge is Power (KiP) program at Buckswood has been developed to expose our students to a wide range of topics that might not traditionally be encountered in the regular classroom setting. The goal of the KiP programme is not only to increase the knowledge base of our students, but also expose them to different ideas and professions. The end result of such exposure is to give the students more power to make decisions about the direction their life will take as well as giving them some perspective on the world at large.

Topics covered as part of the KiP program include Philosophy, The Future of the World, Exploration, The Holocaust, architecture, art appreciation, Philanthropy, literature appreciation, English Garden design and causes of the global financial crisis. Generally, sessions run on Saturday mornings from 9:30 until 11:30 and take the form of discussions, workshops and seminars as well as hands-on activities. Any and all students are welcome to attend the sessions and will earn a certificate of attendance based upon the total number of sessions attended.

**Target Setting**

* Targets for all pupils should be reviewed during the year to ensure low expectations are not reinforcing underachievement and interventions are put in place for pupils falling behind.
* For gifted and talented pupils, review of their targets should ensure that they are continuing to follow an appropriately stretching programme of study.
* Targets should be based on the prior attainment and expected progress of individual children in each cohort
* Targets should be ambitious and challenging, both for the school’s improvement and for the individual pupil’s progress

Our system of Target Setting MUST be consistently applied by all.

* All the red exercise books have a Target Setting form printed on the back cover. These are to be completed by subject teachers with their pupils 1:1.
* Yes – the target grades are important – but the teacher must also note down how that particular pupil can attain the target in more specific/prescriptive terms.
* When do we set targets? After Assessment tests or end of term exams etc, using existing Attainment levels to inform the target.
* Pupils must have the opportunity to write down some self-evaluative comments in their books in this post-testing (Review) week.
* Challenging targets – not always top grades; a “D” may be challenging for some.
* Challenging targets are only useful if the work itself is appropriately challenging.
* Form Tutors to monitor their tutees’ targets each Review Week.
* Prior attainment = primary school performance data; CATs data; our internal data from previous years