

INTENT	MBS motto	Studio et industria – <i>Through application and hard work</i>										
	MBS mission	To support boys to achieve their full academic potential and to become well rounded, resilient citizens prepared for life beyond school through application and hard work										
	MBS values	Professionalism					Positivity			Productivity		
	MBS vision	Academic, rigorous, traditional, broad curriculum	Every student known personally	Full participation and deep thinking	Stretch for the individual	Community, leadership and enrichment experiences	Support physical and mental well being	All classrooms develop literacy and oracy	Christian ethos			
	Subject Intent	<p>Subject Mission statement: All learners engage positively and behave professionally to ensure they are committed to improving their linguistic skills and broadening their cultural awareness</p> <p>Year 7-9: Pupils are able engage with the ancient Greek and Roman world across a range of topic areas. Pupils should use their critical thinking skills to write extended pieces concerning contextual topics in English. Pupils are able to deduce meaning from a range of picture and translated literary sources. Pupils will show a rounded understand of the ancient world, developed through engagement with mythology, history, archaeology and other socio-cultural stimuli.</p> <p>Year 10-11: Pupils should understand the broader, socio-cultural and religious context of the ancient world. Pupils are able to recall in detail aspects of ancient life, according to the demands of the GCSE specification. Pupils are able to infer and deduce meaning from a range of translated ancient texts and picture sources in line with the GCSE specification, with a particular focus on prescribed sources. Pupils are able to compare and analyse sources and events. Pupils are to reflect on the cultural systems of the ancient world and comment on them in an historical and engaging manner.</p> <p>Year 12-13: Pupils have a deep understanding of the Greek and Roman world, in line with the A Level specification. Pupils are exposed to a range of cultural resources, including written sources and photographic sources, again in line with the A Level specification. Pupils analyse and summarise literary texts through reading and commentary. Pupils also should be able to comment on and compare/contrast visual sources. Pupils demonstrate an understanding of the wider sphere of influence in the ancient Mediterranean world, on art, culture, religion, writing, literature and history – and the interplay between these.</p>										
IMPLEMENTATION	Effective teaching	Long-term learning		Regular feedback and effective questioning		Literacy and Oracy		MBS Cultural routines		4Rs		
		Planned, sequenced learning to generate interconnected ideas. Improve cognitive load and knowledge retrieval to promote working memory. Develop metacognition and effective revision skills		Carefully planned, timely and relevant assessment and feedback which constantly moves students forward		In-class effective literacy teaching and opportunities for talk across all subjects and disciplines		An environment that supports being ready to learn and meets individual needs with a clear focus on pride in work and books used as revision tools		Developing and monitoring the 4 learning powers for growth mindsets: Resilience; Resourcefulness; Reciprocity; Reflection		
	Year 7-9	Explicit teaching of subject-specific vocabulary; use of look, cover, write, check to support weaker students; learning games; teacher scaffolding; teaching analysis strategies for ancient sources; highlighting common mistakes and providing effective questioning to allow pupils to independently refine their work; self and peer-assessment to begin to recognise successful written work; regular extended writing tasks with targeted feedback; use of knowledge tests.										
	Year 10-11	Explicit teaching of GCSE-specific content; scaffolding ways for students to identify sources and comment on their reliability; teaching extended writing strategies in English; re-drafting extended writing following targets in order to improve extended written work in English; focus on student-centred learning activities; modelling how to identify key misconceptions independently to improve work; use of knowledge tests; encourage engagement with student-friendly mark schemes.										
	Year 12-13	Explicit teaching of commentary techniques for translated literary and visual sources; increased practise at essay writing; identification and commentary on unseen sources; re-drafting extended writing following targets; peer and self-assessing to identify misconceptions; reflecting independently on analytical work; teacher modelling and shared writing; approaches to essay writing; use of model answers and scaffolding.										
IMPACT	MBS Passport for personal development	Enrichment		Academic intervention (support or stretch)			PSHCE		Trips		Careers	
	Excellent Outcomes	Students are professional leaders who conduct themselves in a professional manner, ensuring respectful interactions with all peers and adults to allow them to become successful, independent citizens in their community and career.		Students will be positive role models who are rewarded for their hard work and will be able to use feedback as an opportunity to develop their skills and knowledge. Students have a positive and collaborative approach to learning, contributing fully at all times			Students will be productive citizens who are ambitious and work hard; they will take opportunities within the curriculum to use the '4 R Learning Powers' (Resourcefulness, Reciprocity, Resilience and Reflection) and have a growth mindset, allowing them to embrace new challenges. Students will always work to their absolute maximum.		MFL SEDP measurable outcome goals			
	Evaluation	Nationally generated performance data	Learning walks and HOF drop-ins	Deep Dives	External validation from Challenge Partners, etc		Department SEDPs		Book Scrutiny	The learning Walk tracker	Pupils, Parent, Staff surveys	