

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to:
mainstream.fsapplications2014@education.gsi.gov.uk.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: 19 Oxford Avenue Southgate London N14 5AF
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or

	<p>running the Free School if your application is successful:</p> <p>Pearson (full company details below) has assisted our group in producing a practical, innovative and deliverable school model from our core vision and ethos. Specifically they have provided advice and guidance on the education plan, financial management and capability & capacity aspects of the application. Should our application be successful, we anticipate Pearson will be interested to tender for the School Provider role.</p> <p>Pearson Education Limited (registered number 872828), an English company with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE ('Pearson').</p>
Details of company limited by guarantee	
13.	Company name: The Marco Polo Academy Trust
14.	Company address: 19 Oxford Avenue Southgate London N14 5AF
15.	Company registration number and date when company was incorporated: Company registration number 07960156, incorporated on 22 nd February 2012
16.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:
Company members	
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
18.	Please confirm the total number of company members: 3
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████

	3. Name: [REDACTED]
	4. Name:

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name:

[REDACTED]

2. Name:

[REDACTED]

3. Name:

[REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known:

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes





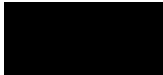





No

23. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

1. [REDACTED] (company member & director):

Director

	<p>  Company No. 01758910 The company will play no role in the Free School Director  Company No. 02617664 The company will play no role in the Free School 2.  Director  Company no. OC323151 The company will play no role in the Free School  Company no. 07483041 The company will play no role in the Free School 3.   National Association For Language Development In The Curriculum Company no. 05159760 The company will play no role in the Free School  Speak To The Future Limited Company no. 07819538 The company will play no role in the Free School 4.  (Free School project group member): . The Confucius Institute is supported by Hanban. The Confucius Institute may provide educational resources and training to the Free School 5. The Marco Polo Academy is a member of the Bilingual Immersion Education Network (BIEN) </p>
24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).

	None	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

Please tick to confirm that you have included all the items in the checklist.



Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application

may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

██████████

Position: ~~Chair of company~~ / Member of company (please delete as appropriate).


Print name: ██████████

Date: 4th January 2013

NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Section B: Outline of the school

1.	Proposed school name:	The Marco Polo Academy
2.	Proposed academic year of opening:	2014/15
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020/21
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes	

	<input checked="" type="checkbox"/> No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	
12	Please tell us how you found this site:	
13	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	London Borough of Barnet
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	London Borough of Brent & London Borough of Harrow
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

Rationale

Our school is intended to meet the needs of our school community, through maximising the advantages of bilingualism. We aim to respond to changes in the global order, providing an innovative approach to learning and teaching.

Our vision is to create a free, non- elitist, bilingual, school using English and Mandarin Chinese as the media of instruction. It will combine the best characteristics of Chinese and British educational approaches to foster positive attitude to learning, aspiration and resilience in pupils, together with the development of thinking skills and creativity. The school's values will be underpinned by the belief in achieving high aspirations through hard work, persistence, and developing resilience in our pupils; whilst at the same time, we will ensure that our curriculum fosters their creativity, critical thinking and independent learning. By offering a bilingual education, our pupils will be empowered to achieve the highest standards, enhancing their career prospects, and be better prepared to be global citizens, confident in their own cultures as well as their ability to cross cultural boundaries.

Currently, there is no school of this type in the borough. However, Japanese, Jewish, and other minority language schools all have a successful rate in education. Chinese pupils are the highest achieving group nationally at Key Stage 2 and Key Stage 4 (Statistical First Release, 2011, 2012). The Chinese minority group is also very successful in business and contribute positively to British economy; but there are no bilingual bicultural schools to support this. We believe the Government's Free School scheme empowers us to:

- Provide an all-ability, state funded primary school, catering for pupils from age 4 to 11 within the London Borough of Barnet.

In the area of Burnt Oak, where we intend to set up our school, there are currently four schools – two are voluntary aided schools serving the Jewish community and two are community schools serving the rest of the community. Our school will offer parents and young people an innovative pedagogy and curriculum not currently available in the UK but which will raise outcomes for pupils in the area through a rigorous programme of bilingual education aimed at developing the cognitive advantages of bilingualism.

- Meet the needs of parents.

Many of the parents surveyed (including parents from the housing estates in Burnt Oak) share our vision of preparing children for global citizenship, understand the importance of learning Mandarin in order to be able to participate in a global economy likely to be dominated by China in the not so distant future; and have indicated to us, on our visits to, that they would welcome such a school in the area.

- Enrich the local community.

Our bilingual, culturally-inclusive school will enhance the multilingualism and multiculturalism of the community through the cultural and linguistic activities we will share with the community. Our vision is to offer a model of culturally inclusive education with the fostering of bilingual/plurilingualism at the heart of education.

- Help to ease the current significant shortage of school places in the Borough due to recent higher birth rates and migration.

In the area of Burnt Oak, there are particular pressures on school places because of demographic changes. According to the Joint Strategic Needs Assessment for 2011-2015, *'The projected growth in the child population [in Barnet], especially 5 to 9 year olds will place significant demands on health, social care and education services'* (page 4). Furthermore, *'The population in the West [where Burnt Oak is located] is forecast to grow most significantly, with an additional 15,000 residents between 2011 and 2016 (an increase of 12%)'* (Page 15). From Barnet Children and Young People Plan 2012: *'Barnet is the most populous borough in London. By 2015 the 0 to 19 population is projected to rise to 93,200 as the borough grows, ... The wards which currently have the highest proportion of their population aged 0-19 are Golders Green (31%) and Burnt Oak (32%).'*

Below is information provided by Barnet Council which shows the additional forms of Reception entry it is projected will be required in the coming years, after taking into account the permanent expansions the Council has already commissioned (the information was provided in an email dated 31st October 2012):

Academic Year	Additional forms of entry required
2012/13	16.6
2013/14	9.7
2014/15	8.4
2015/16	11.4
2016/17	15.3

2017/18	17.6
2018/19	18.6
2019/20	18.5
2020/21	18.0
2021/22	17.5

Further more detailed information on the projected demand for primary school places is provided in Annex C1 Primary School. Page 18 has a map which shows the areas of projected pressure on school places. The planned location for The Marco Polo Academy is in the west of the Borough which is projected to have the highest shortage of school places.

Burnt Oak is also one of the most deprived areas of Barnet. *'Barnet has 210 super output areas, 56 of which rank within the most deprived for Income Deprivation Affecting Children and 14 fall within the ten per cent most deprived on this indicator nationally. Those areas within the ten per cent most deprived can be found in along the A5 corridor in Burnt Oak, Colindale, West Hendon and Edgware, but are also scattered in pockets of Mill Hill, Coppetts and East Finchley'* (page 125). Our school will aim to help narrow the achievement gap between those eligible for FSM and their peers (cf Barnet Children and Young People Plan 2012)

(Annex C1 Primary School)

Vision and Ethos

The key features of the Marco Polo Academy are:

1. Maximising advantages of additive bilingualism: Bilingualism strengthens the brain's neural networks and cognitive development. (e.g. UCL Research reported in BBC 2004; Michael Gove in The Guardian Friday 30 September 2011; Bialystok, 2009; Lauchlan et al 2012; Engel de Abreu, P.M.J., Cruz-Santos, A., Tourinho, C.J., Martin, R., & Bialystok, E. (in press). Bilingualism enriches the poor: Enhanced cognitive control in low-income minority children. Psychological Science.
<http://www.psychologicalscience.org/index.php/news/releases/speaking-two-languages-also-benefits-low-income-children.html>)
2. Education rooted in values: We believe that through fostering the Chinese ethos towards learning and education, everyone can succeed if they strive towards excellence through hard work, persistence and practice, regardless of their background. (Annex C2: SFR 2010/11, FSM The Guardian Monday 7 February 2011)
3. Responding to the changes in the global order: Within the next few decades the Chinese economy is forecast to become the world's largest and most dominant (Yale professor Roach; and report on BRICS: the road to 2050 by Goldman Sachs). Our school will prepare our pupils to succeed in the new world with early immersion

model in Mandarin Chinese and English.

4. An innovative approach towards learning and teaching: For example, introducing into the curriculum the Singapore Math method, which adopted the western education model of fostering independent learning, critical thinking skills, and creativity - qualities that Chinese educators always look to in western education. Singapore Math has raised attainment with proven results (Annex C3 PISA 2009)
5. Introducing international school linking through web 2.0 (ICT) technologies to enhance the curriculum, learning opportunities, and cultural exchanges. For example, through video-conferencing we can bring the world into the classroom – enabling pupils to communicate with children from classrooms in other countries (especially important for language learning opportunities), to take virtual tours of China and other countries. Web 2.0 technology can enable children to communicate with scientists/writers/experts directly to enhance their learning. Through podcasts and vodcasts (video broadcasts), children and parents can access language learning opportunities at home, enhancing learning opportunities outside the classroom and enabling parental participation.
6. Multiculturalism: Although Chinese culture will be a prominent part of the curriculum, we will capitalise on the wealth of knowledge that a multicultural school community will bring and explore cross-cultural living, sharing with parents and the community at large the enormous responsibility of nurturing and educating future generations of children to be confident, successful and socially active. (Byram, 1997:21)
7. Developing the whole child: As well as the focus on academic excellence in the core subjects, the school will seek to develop the all-round child where every child will be taught the martial arts and also singing. The school will subscribe to the Sing Up programme where children will be singing everyday, making use of opportunities throughout the day. Through the martial arts and singing programme, we aim to develop confident, and physically, socially, emotionally well-balanced children.

The ethos of our school can be defined as the core values, which are fundamental to everything we will do as a learning community. These values will permeate the day-to-day operation and set the context for future planning and strategy. At the Marco Polo Academy we will have an innovative, child- centred classroom ethos, maximizing on the advantages of developing a bilingual approach to learning. We will aim to ensure generations of young people enjoy a highly positive, successful educational experience and are equipped to respond to the changing global order. Our core values are based on tried and tested methods.

Our fundamental philosophy of teaching is a combination of the Chinese principle of learning, which involves discipline to succeed, and the principles

identified by Lemov (2010) and Hattie (2009). To raise achievement and attainment, pupils must want to learn. In order to get them motivated to learn it is our intention to apply the basic principles (as identified by Lemov and Hattie), which include the need for:

- Setting high academic and behavioural expectations
- Consistently structuring and delivering high quality lessons
- Regular and rigorous assessment and feedback
- Strong belief in personal development
- Creating a strong pupil centred classroom culture
- Building character and trust in teachers and peers
- Qualified teachers who are skilled and passionate about sharing the vision
- Helping pupils to improve their reading skills
- Developing problem solving and thinking skills

We are aware that parental engagement in pupils' learning is a key factor to their children's educational achievement and that the school is a resource to be used by the community as a whole to promote integrative interests and social mobility of all stakeholders (Teaching and Learning Council 2006; Olsen and Fuller 2008, DCSF 2008). Marco Polo Academy will also engage parents and carers in learning opportunities offered by the school, such as using Web 2.0 technology as detailed above, Family Learning and classes during the extended hours.

Aspirations for the achievement of our pupils and the school.

- Our school will have dynamic leaders, who lead from the front, set the tone and establish a 'can do' culture
- We will develop strong systems for quality assuring the curriculum, teaching and pupil progress.
- We expect our pupils to achieve at least age appropriate levels by the end of Key Stage 2 in the core subjects. We expect the majority of our pupils to outperform monolingual peers in English and Maths. For Mandarin, we expect our pupils to achieve at least Intermediate level (GCSE Grade A-C) in writing and at least Advanced level in speaking.
- The school will be a learning community. There will be a strong focus on the quality of the classroom experience, on teaching and learning and continuous professional development. We will adopt the Chinese approach of regular shared classroom observations and joint lesson analysis as norm, to ensure that learning is the priority with a sharp focus on the pupils – the progress they make and the outcomes they achieve.
- We will have rigorous systems for tracking the progress of pupils and

intervene immediately if anyone falls off the trajectory. Pupils will be set ambitious targets based on a minimum of two levels progress or equivalent during the key stage.

- We will have good systems for recruitment and retention, based on an ethos of good teamwork and staff feeling well supported through a professional development programme to enable them to develop best practice in bilingual teaching. We will seek to establish our school as a training school for bilingual education.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		52	52	52	52	52	52	52
Year 1			52	52	52	52	52	52
Year 2				52	52	52	52	52
Year 3					52	52	52	52
Year 4						52	52	52
Year 5							52	52
Year 6								52
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		52	104	156	208	260	312	364

Section D: Education plan – part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.

Proposed Curriculum and the Educational Model

Rationale

The curriculum we have chosen is intended to respond to changes in the global order, providing an innovative approach to learning and teaching. As Burnt Oak is also one of the most deprived areas of Barnet, we aim to maximise the advantages bilingual education can bring in order to help narrow the achievement gap between those eligible for FSM and their peers.

As mentioned in Section C, our school will have a diverse, multi-cultural mix of pupils. All of them will need to succeed as measured by standardised tests. All of them will need an education that will prepare them to be confident, articulate, global citizens. Our curriculum with the very strong focus on language development, both in English and Mandarin, will, on the one hand, ensure that our pupils reap the cognitive advantages brought about by the development of balanced bilingualism, and, on the other hand, empower them to feel confident of their place in the increasingly globalised world because of the in-depth bilingual, bi-cultural experience they will have received through the school.

We will ensure that every child leaves Marco Polo with a strong foundation in literacy and numeracy, focusing on the development of higher order, transferrable skills such as deducting, inferencing, problem-solving. Most children entering our school will not have Mandarin as their first language. They will, therefore, all be starting Mandarin on the same level. We will ensure that pupils not speaking English as a first language are well-supported to develop their English competency. We will work closely with parents to support their home language development. Our focus on developing higher order skills in literacy and numeracy in both languages, and our attention to the social-cultural well-being of our pupils will support our pupils to achieve the very highest academic standards, above LA and national attainment averages.

Transition

Our curriculum will be informed by close links with pre-school providers and secondary schools to ensure the transition process to our school and then

subsequently to secondary schools is of the very highest standard and allows children's learning and development to be continuous and smooth.

A transition policy will be put in place in partnership with secondary schools. It will cover the process for collecting and transferring information and outline the role of staff, parents and pupils in the transition process. Regular meetings and good working relations will be established between our school and secondary school staff. A 'transition champion' will be identified within the school and the Governing body, i.e. named individuals with responsibility for effective transition. Administrative arrangements for transition will be tailored to the needs of specific groups of pupils, e.g. those with special educational needs, G&T, pupils with EAL.

At Marco Polo Academy we will ensure effective transfer of a range of individual pupil data transfer, including Key Stage 2 results and results from Mandarin acquisition tests.

We will try to establish cross-phase teaching, i.e. the teaching of Mandarin, Singapore Math that span Y6 and Y7 and plan some joint projects and cross phase activities. We will ensure secondary schools receive and build on 'curriculum maps' for Key Stage 2.

We intend to talk to the Secondary schools about running joint teacher training days and professional development sessions so that we are able to explain our approach e.g. to the teaching of mathematics (NB our children will take the KS2 test in Maths, so we make sure that they have covered all aspects of the National Curriculum).

The children and their parents/carers social and emotional wellbeing will be considered and effective pastoral support will be put in place.

The curriculum

Our distinctive, culturally rich curriculum, which is designed to be broad, balanced, relevant and stimulating, and the pedagogical model are informed by our vision and ethos:

- Lessons will take place in designated classrooms allocated for each language where the teaching and the learning environment will provide clarity to the children about the language being taught. This immersion approach will be modelled throughout the school
- In order to give children the maximum opportunity for the additional language (Mandarin Chinese) to catch up with children's first/ home language, language allocation in the curriculum will be weighted towards Mandarin in the foundation stage, with lots of games and songs to engage the children. The assumption here is that children will enter school already speaking a first language and will have four years' of head start in their first language over Mandarin which they will be starting from scratch. For English, there will be dedicated sessions to develop literacy skills in the English language. As children progress

into KS1, 60% of activities will be in Mandarin and 40% in English. Early literacy and numeracy skills will continue to have a high priority; the focus will be on developing higher order, transferrable skills in both languages. In KS2 the curriculum will be delivered equally 50%-50% in Mandarin and English. See timetables attached.

- We will employ the bilingual model “Acquired system of unconscious learning” for Reception and KS1 (Krashen’s Theory of Second Language Acquisition) and “Learned system” for KS2 when pupils are able to deal with a more analytic approach to language learning and when more direct language teaching methodologies can be used.

KS 1& KS 2: Mandarin Chinese to be delivered via the immersion model using the Content and Language Integrated Learning (CLIL) approach where teachers plan for language and curriculum learning objectives in each lesson.

In English, developing early reading skills will be a key priority in Foundation Stage and KS1, with appropriate intervention for children needing additional support in KS2. There will be systematic teaching of phonics in literacy from the beginning. Mandarin Pinyin will not be introduced until KS2, when pupils will have developed their phonological knowledge of English first, and will be able to use their knowledge of English phonics to help with Mandarin pinyin, thus further consolidating their knowledge.

Core subjects English, Maths and Science will be taught primarily in English by upper Key Stage 2 so as to enable pupils to participate in the national standardised tests; the Arts and Humanities will be taught primarily in Mandarin, and maintaining the focus on developing interdependent higher order skills.

- A cross-curricular approach will be used to incorporate studies into the cultural heritages represented by the pupils, ensuring a culturally inclusive curriculum. Pupils will gain appropriate perspectives on each other’s cultural heritages and appreciation of their contributions to global development.
- As a bilingual school, pupils will experience a curriculum reflecting the cultures of both languages of instruction, English and Chinese. Therefore Martial Arts will be taught as part of the PE curriculum for a healthy mind and soul and Chinese music will form part of the Music curriculum.
- In preparing children to participate fully and confidently in an economic society, they need to develop skills in personal finance. Therefore Finance education will be introduced as part of the Math and PSHE curriculum. We will make use of the extensive resources developed by the Personal Finance Education Group for Year R to Year 6.

- An emphasis will be on developing 21st century skills of critical thinking, problem solving, creativity, collaboration, communication, technological literacy and life skills across the curriculum.
- The ethos of the school (to develop a love of learning) will engender an expectation that all pupils will be expected to participate in the Extended Curricular Activities offered by the school. The school will provide a range of stimulating activities such as drama, singing, orchestra, dancing, abacus, table-tennis, healthy diet kitchen, creative folk arts, and opportunities to learn instrumental lessons, including playing Chinese traditional instruments. This will support working parents by offering an extended day and at the same time make provision for pupil premium pupils such as having opportunities to do homework, make use of the IT suite, and breakfast club.

We aim to:

- Maximising advantages of additive bilingualism; enabling children to develop a deeper understanding of the structure of language. We acknowledge the difficulties children will have in processing the sounds and words of different languages and may not show the same rate of progress in Key Stage 1 but feel the advantages outweigh the difficulties as evidence from bilingual immersion programmes elsewhere in the world testify to the fact that children do catch up by Key Stage 2 with definite cognitive advantages and often outperforming monolingual peers. (Laughlan et al, 2012; Bialystok, 2005; Thomas and Collier, 2002; Cummins, 1993; Hakuta, 1986) Our approach to the teaching of the basic skills will be systematic throughout the school and we will ensure that children in KS2, who are not at age related expectations in reading, writing and maths, will be supported to get back on track.
- Develop an ethos in which everyone can succeed if they strive towards excellence through hard work, persistence and practice, regardless of their background; We will ensure that the curriculum, both basic and extended, meet the needs of our pupils. We will build in time for coaching, mentoring and personalised learning to enable all pupils to make progress.
- Prepare children to be able to respond to the changes in the global order though immersion in Chinese Mandarin language, culture and ethos whilst providing them with excellent skills in English and maths to enable them to succeed within the English education system
- An innovative approach towards learning and teaching through for example using the Singapore Math method that has raised attainment with proven results (Annex C3 PISA 2009).

D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

Introduction

We set out below our broad and balanced curriculum in detail. Core subjects will include English/literacy, mathematics and science. Our innovative curriculum will attract outstanding teachers who are skilled and passionate about learning; this along with excellent recruitment processes and clear accountability measures will ensure that teaching of the curriculum will be of the highest standard ensuring outstanding pupil progress and high standards of attainment.

This is an illustration of our curriculum offer

The Early Years Curriculum

Reception Year

A rich, exciting, play-based curriculum is key to the Early Years offer in our school. Not only will we be able to provide this but we will also be able to develop children's early acquisition of Chinese Mandarin and an understanding of the rich culture that supports this language.

The curriculum will focus strongly on developing oracy as a foundation for literacy development. We will develop a 'play' based learning approach which will give the children a context for learning through which they can organise and make sense of their social worlds, as they actively engage with people, objects and representations

We will follow the revised Early Years curriculum, and areas of learning, embedding within them our particular features of bilingual education. At Marco Polo Academy we will provide support in four *specific* areas, through which the three *prime areas* are strengthened and applied.

The four *specific areas* we will develop are:

- **Literacy**

In English, Children will be encouraged to link sounds and letters and to begin to read and write. They will be given access to a wide range of reading materials (books, poems, and other written materials) in both English and Mandarin Chinese to ignite their interest.

Reading: Children will be taught to read and understand simple sentences. In English, they will use their phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. We will monitor their understanding of what they are reading and ensure that comprehension skills develop alongside decoding skills. In Chinese, children will develop their sight vocabulary.

Writing: In English, children will be taught to use their phonic knowledge to write words in ways, which match their spoken sounds. They will also be taught to write some irregular common words. In Chinese, children will start learn to construct simple characters from basic strokes, moving onto more complex characters progressively. In both languages, children will be encouraged to write simple sentences, which they can be read by themselves.

- **Mathematics**

We will use Singapore Math with the children, providing them with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Numbers: children will be taught to count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they will add and subtract two single-digit numbers and count on or back to find the answer. They will solve problems, including doubling, halving and sharing.

Shape, space and measures: children will be taught everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They will recognise, create and describe patterns. They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.

- **Understanding the world**

We will support children in making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive arts and design**

Children will be provided with opportunities to explore and share their thoughts, ideas and feelings, in English and Mandarin and to explore a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology

We will enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role- play, and design and technology. Creative development supporting children's curiosity, exploration and play.

The *prime areas* of learning we will develop are:

- **Communication and language**

We will give children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Communication and Language at Marco Polo Academy will focus on developing oracy as a foundation to literacy, through role play, songs in both English and Mandarin Chinese.

• **Physical development**

Physical Development will include the martial arts. We will provide opportunities for children to be active and interactive; and to develop their co-ordination, control, and movement. Children will be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

• **Personal, social and emotional development**

Using the 21st Century skills framework involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Assessment

Ongoing assessment will be an integral part of the learning and development process. Assessments will be based on practitioners' observation of what children are doing in their day-to-day activities and will take account will be taken of information provided by parents.

An essential feature of the Early Years provision will be parental involvement. There will be an ongoing dialogue and support for parents to enable them to understand what is being taught and to enable them to support their children outside of the school day. Progress and achievements will be reported to parents throughout the EYFS. Partnership will be developed with pre school settings/ nurseries etc to enable smooth transition/transfer to Marco Polo Academy.

KS1 and 2

We aim to provide a unique curriculum with a strong emphasis on

- Reading, writing, communication and mathematics
- the basic skills in strengthening the core subjects, deepen children's knowledge and understanding and enabling them to develop a range of skills across the curriculum and developing language of learning through the curriculum,
- fostering all round development in every child to the highest standards - the arts, science, music and physical education,
- providing a strong foundation for our pupils to move onto secondary education, providing excellent transition and transfer within and beyond our school so that pupils make outstanding progress.

We have chosen to follow the national curriculum in order to ensure that we are offering a broad and balanced curriculum and that pupils are taught knowledge and skills in key areas. We will offer:

- All the subjects of the statutory curriculum
- Mandarin Chinese via immersion model to promote bilingualism, and intercultural understanding
- Singapore Math method to develop critical thinking and problem solving skills
- Standardised measures of outcomes: KS2 Asset languages accreditation for Mandarin and KS1 and KS2 national standardised assessment tests in core subjects
- Finance and economic education, to raise awareness of personal financial responsibilities and of the wider economy in order for them to develop personal organisational and self-motivating skills that will help them to achieve later on through to the secondary curriculum.
- Challenging and tailored activities to meet the needs of gifted and talented individuals
- Launching regular, varied and inclusive competitions (such as sports day, calligraphy, drama, recitals, international days/evenings) to motivate and encourage every child to participate and strive to do their best and to encourage parents to participate as part of the school learning community.

Teaching Reading

Marco Polo Academy will adopt the best primary practice in the teaching of reading (cf 'Reading By Six How the Best Schools Do It' Ofsted) and our aim will be to teach every child to read, regardless of the social and economic circumstances, the ethnicity of the pupils, the language spoken at home and most special educational needs or disabilities. There will be well-structured resources which will be used appropriately, either individually or in combination, to support the teaching programme

At Marco Polo Academy we will have a diligent, concentrated and systematic approach to the teaching of phonics in English in FS and Key Stage 1 with high-quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills. Pupils will be given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehending what they are reading. For Mandarin, not being a phonological language, we will promote the development of understanding and oracy and sight-word recognition first. We will not introduce the pinyin system to children until Year 2 when phonological awareness in English has been more firmly established.

We will use programmes such as 'The Bug Club' which is approved by the Government and eligible for match funding. This scheme will provide a planned structure, and we will ensure phonics is taught at a fast pace, and allow active participation by all children. Bug Club extension readers will be

used to help their children expand their reading horizons and make reading even more fun. Phonics teaching will be monitored to ensure consistency and steps are taken if improvement is called for. For Mandarin, a number of resources can be used such as the Better Chinese range, as well as Mantra's versatile talking pen range.

The assessment of individual pupils' progress, phonic knowledge and skills will be frequent and detailed enough to enable us to identify quickly the pupils who are failing, or in danger of failing, to keep up with their peers. Effective provision will be put in place to allow pupils to catch up and there will be high expectations of what all pupils should achieve.

We will ensure there is systematic teaching of reading using a variety of approaches e.g. shared, guided and individual reading. Materials such as Rigby Stars (for English) and the Magic Story Box series (for Mandarin) will provide a structure to the approach. Books and resources will be purchased, along with the use of Benchmarking tools, to enable us to provide a structure individual programme linked to systematic assessment.

Given the research evidence about factors that contribute to reading achievement, we will ensure that our school provides children with access to an environment that promotes language and literacy growth and that addresses a variety of skills that have been identified as predictors of later reading achievement. Particular attention will be paid to skills that are known to predict future reading achievement. Our approach to developing reading will focus on stimulating verbal interaction; enriching children's vocabularies; encouraging talk about books; providing practice with the sound structure of words; developing knowledge about print, including the production and recognition of letters; and to generating familiarity with the basic purposes and mechanisms of reading.

Given the importance of the home environment, we will also provide Family Literacy sessions to develop the ability and confidence of parents and carers in these approaches as well. We will model reading practices to parents and provide resources for parents to use at home, including resources similar to Story Sacks and question prompts to facilitate talking about books and encouraging children to retell stories.

We will make learning resources accessible to parents via the school's learning platform to enable parents to support their children's learning, including access to game-based learning activities, animated demonstration of letter-formation in English and character formation in Mandarin.

Teaching Maths

Singapore Math is a mastery-based curriculum that focuses on conceptual understanding, problem solving and mental maths. For the elementary levels Singapore Math uses the Concrete > Pictorial > Abstract approach. Pupils are provided with the necessary learning experiences beginning with the concrete and pictorial stages, followed by the abstract stage to enable them to learn

mathematics meaningfully. This approach encourages active thinking process, communication of mathematical ideas and problem solving.

Singapore pupils scored first place in the last four TIMSS surveys (Trends in International Mathematics and Science Study). Therefore, Singapore Math is a tried and tested programme that consistently produces high achievers in Maths. A comparison of the Singapore Math syllabus with the National Curriculum for Maths shows that content and skills coverage would map onto the secondary curriculum, thus facilitating transition.

In order for this approach to be successfully delivered we will employ teachers with high level of mathematical knowledge and ensure we provide opportunities for improvement in teaching through conducting lesson study.

The content of what is taught in Singapore Math is not hugely different to what is in the national curriculum in England, except that children in this country are expected to learn some areas of geometry that are taught to secondary-age children in Singapore.

There is more emphasis in Singapore math, however, on gaining a good understanding of the basics before moving on, thus providing a strong foundation. Key to the programme is the insistence that children learn by sequence, first by manipulating objects in the real world, then by drawing pictorial representations before using the mathematical symbols. Teachers will be provided with examples of practical exercises and ways of illustrating mathematical concepts through pictures e.g. using rectangles divided into parts or with blocks in which the children draw different numbers of objects. Rather than teaching pupils to memorise facts and routines, the focus is on maths concepts which are born out of practical experience.

To ensure smooth transition from KS2 to KS3, high levels of attainment in the Y6 SATs and outstanding progress in KS2 we will look closely at the English National Curriculum and ensure appropriate coverage.

Children at the Marco Polo Academy will be in mixed ability classes, as they are in Singapore and teachers will use scaffolded questions to provide more challenging work for the most able. There will be an emphasis on children learning from each other.

The humanities, Physical Education and the creative arts.

The statutory programmes of study for Key Stages 1 and 2 will be followed in design and technology; history, geography, science, PE, music and art and design. A full scheme of work will be written to ensure continuity and progression across KS1 and 2. Support materials such as BBC active will be used to provide stimulating, interactive resources for the children. Unique features of the Marco Polo Academy will be creative development which will focus on the visual arts, Chinese folk art, music and dancing and physical development which will include PE, games and the martial arts

MFL

Children will be immersed in Chinese Mandarin from a very young age and this modern foreign language will be systematically taught throughout the school. Children will be assessed on their acquisition of the language, providing a platform for future learning. Parents will also be provided with support so that they are able to reinforce their children's learning at home.

Strong international links will be established with schools in China, which will support the embedding cross-cultural elements in the curriculum.

Spiritual, moral, social and cultural development

As our vision states our fundamental philosophy will be a combination of the best Chinese principles of learning and current academic research. We will ensure consistent, highly skilled behaviour management by all staff in the school will contribute to an exceptional climate for learning. Pupils' behaviour inside and outside the classroom will be impeccable. We will develop and deliver a varied and appropriate PSHE programme covering such areas as:

- All About Me / Thinking About Others
- Friendship & Relationships
- Bullying & Discrimination
- Making Choices & Resolving Conflicts
- Changes & New Beginnings
- Health and Safety
- The World of Work
- Citizenship & Global Issues

The programme will be delivered through single themes and cross curricular projects as appropriate.

ICT

Through using Web 2.0 technology on the school's learning platform, Active Learn by Pearson is one such platform available, which provides a rich online learning curriculum through a wide range of teacher planning and teaching resources alongside a wide variety of functionality centred on pupil learning and engagement such as "Bug Club" for reading and literacy development. We will incorporate Mandarin online learning systems to engage pupils and provide extension practice, including the Better Chinese Discovering Chinese iPad edition. We will be able to interact and collaborate with key stakeholders through a virtual community, in contrast to websites where people are limited

to the passive viewing of content. Examples of Web 2.0 we would like to include are social networking sites, blogs, wikis, video sharing sites, hosted services and web applications.

We will facilitate two-way communication with parents, and other communication such as enabling signing on for events online. Use of Web 2.0 will also help us to deliver the skills identified as essential for children to succeed in the 21st century. Feedback from education managers (The Journal, 2009) cited positive impact of using web 2.0 on the following as: pupil self-direction and regulation; sense of community or culture; Peer relationships; Relationships with parents or family; Homework habits; and Behaviour in school. *'Among the priorities cited by [senior managers] for Web 2.0 in schools, the highest ranked were keeping pupils interested and engaged in school, meeting the needs of different kinds of learning, developing critical thinking skills, developing pupils' capabilities not otherwise possible, providing alternative learning environments, extending the school day, and preparing pupils to be lifelong learners. Crook et al (2008) reported the following benefits of Web 2.0 on teaching and learning:*

- *It stimulates new modes of inquiry.*
- *It creates new opportunities for collaborative learning.*
- *It allows pupils to engage with new literacies and express themselves in different media. By enabling pupils to participate actively through school-centred blogs, be involved in collaborative learning projects, participate in peer co-construction of texts and editing, pupils are more involved in the writing process, thus strengthening writing, editing and communication skills.*
- *It encourages a proficiency in the publication of content, which creates a sense of ownership, audience engagement, peer assessment, and informal learning.'*

Furthermore, the report makes a link between these benefits and the four common themes that are often cited as being best practices for online/distance education:

- Facilitate learning
- Foster interaction
- Use collaborative problem solving
- Provide prompt feedback

We will develop a scheme of work to ensure skills are effectively taught and applied throughout the school.

Developing 21st Century Skills

We will use the framework for 21st century skills. This will be written through the taught curriculum and also visible and reinforced through the out-of-class wider school experience.

Current trends in education have placed emphasis on focusing energy in learning on certain areas. Knowledge and 'thinkers' have been promoted over

the development of skills and 'do-ers'. Evidence from international research such as PISA indicates that if the acquisition of knowledge is prioritised over the development of skills (or vice versa) then overall progression in learning can be hindered. Learning, therefore, should not be about developing knowledge or skills, but a recognition that by developing both overall understanding and skills, achievement is increased.

Skills and the development of dispositional approaches to learning is an essential part of our curriculum throughout the school. It is woven into school culture to enable the development of a whole school learning community; embedded in our approach to professional learning for teachers and supported by the taught curriculum. By realising this approach throughout the school, our aim is to ensure teachers and pupils are engaged in developing the wide range of skills and dispositions that they can use and rely on for the rest of their lives. In particular, these skills and dispositions will be developed for pupils beginning at year R and continuing throughout their time at school.

There are various 21st century skills and dispositional frameworks available. They should be fully integrated into the curriculum and be supported with online resources. Our intention would be to adopt a model and adapt it for a bilingual curriculum. One example of a model is Pearson's Always Learning framework, an innovative approach to curriculum delivery and school improvement. All subsequent detail in this section of the application is using the Pearson model as an example. However, we are aware that other such provider models are available and will be given due consideration.

We believe schools should prepare their pupils to be *happy well rounded members of the community and society* as a whole where they will need to thrive and progress. To do this, they need a curriculum that supports pupils to develop and balance a number of different competencies associated with learning. *Always Learning* from Pearson organises these competencies into four discrete groups covering knowing, thinking, doing and becoming.

By integrating the Always Learning skills and dispositions into every aspect of learning our intention is to help pupils to recognise their particular strengths and identify areas where more focus is needed. By accepting the value of each of these approaches to learning we believe that learning becomes more relevant and engaging, fulfilling our vision.

In recognising that the curriculum should develop knowledge, skills and abilities in young people we agree with [REDACTED] [REDACTED], that pupils need to be prepared not simply to know, or only to understand, but to be able to be creative, to solve problems and operate in the real world, to do:

[REDACTED]

Knowing

The core knowledge at the heart of the curriculum is the precise subject-based content that every pupil should learn. This includes developing knowledge of key vocabulary, concepts, theories and methods in any given

area, alongside knowing how to best communicate and further develop this knowledge.

Thinking

When thinking skills are strong learning is fast, easy, efficient and fun. When thinking skills are weak learning will be at best a struggle. Thinking skills are essential tools for learning. Young people need to develop their capacities to seek explanations and find problems, explore the parts and functions of things, wonder, probe, observe closely and pay attention to detail. They need to be organised and thorough, to question the given and to demand justification.

As these skills are dispositional, developing a readiness and willingness to use them alongside developing sensitivity to when to use them is fundamental to success.

Doing

The dramatic changes to work and life we have witnessed since the start of the 21st century have meant that education needs to prepare pupils to be able to 'do' more than ever before. They need to be able to plan and strategise, to be adventurous and to lead, collaborate and empathise. Just like 'thinking' skills these 'doing' skills are dispositional and pupils need to learn to be alert to when they are needed and at such times be ready and willing to utilise them. It's about creativity and innovation, being agile and adaptable, being able to recognise and experiment with the potential of new technologies and live in a multi-faceted and changing world.

Becoming

Greater involvement in social and community life, more environmentally responsible behaviour, better family and social relationships and greater productivity levels are positive by-products of wellbeing. When pupils become more relationship oriented, more active, more mindful and more giving their well being is enhanced, bringing these benefits to themselves, the school community and the wider community.

When pupils cultivate a growth mindset they become intrigued by mistakes, enjoy and seek challenging tasks and seek and attend to performance feedback enabling them to grow in all of the four cornerstones for learning.

When behaviours are positive, young people demonstrate the underpinning qualities and skills that are required to engage in their learning and respect the rights of others to do the same. When behavioural skills and personal dispositions are underdeveloped young people often find that their learning is held back as a result. Behavioural skills are required if young people are to make best-use of their core knowledge and their tool kit of thinking skills and dispositions. Hence they play a fundamental role in improving the outcomes of learning for the school.

By revisiting some of the core skills and dispositions both horizontally across the curriculum and vertically as they progress up the curriculum, pupils will be

excited by the continuous development of knowledge, skills and dispositional behaviours to apply them throughout their formal education, work and life. The *Always Learning* approach will be fully integrated into and embedded in the Pearson curriculum studied in each year. We take an incremental, sequenced and spiral approach to the development of the Always Learning skills and dispositions. By revisiting them both horizontally across the curriculum and vertically as they progress up the curriculum pupils are engaged in the continuous development of both knowledge and strategies to apply them throughout their formal education, work and life. Each pupil's progression in and development of these skills and dispositions will be a central part of the discussion with their tutor.

Pupils engaging with Always Learning skills and dispositions work with personal tutors, parents and guardians to co-design a challenging, yet individually paced programme of development. This process allows tutors to evaluate what pupils already know or can do; assess what they think particular subjects are about and what it takes to learn them and then develops a programme of work that combines self-directed learning with teacher-facilitated and more interactive, collaborative and project-based forms of learning.

How the curriculum will be delivered

To support our vision of innovation and 21st century learning a range of learning environments will be created and used, recognising that pupils learn in different ways in different settings. We will provide a variety of learning settings and environments, including: large group technology-based independent learning, traditional instruction classrooms of pupils, whole-class, small groups and the pupils' own independent study.

We believe that our young people should be able to be 'Always Learning' - and that our personalised learning approach will mean that our pupils will be able access their individualised learning plans, targets, targeted support, resources and activities both in and out of school.

Parental support

Web-based materials will be made available to parents e.g. articulation of the 'pure' sounds in English phonics system, similar examples in Mandarin, how the school will teach handwriting in English and Mandarin so that parents can help with the letter formation/orientation.

Home-School Agreement

The role of parents in supporting the learning of their children in an immersion bilingual school is crucial. Parents and school must be seen to act as one in promoting the school's core values and ethos and supporting their children's learning activities. Therefore, a home-school agreement will be used to engage parental buy-in. This will be discussed in detail with every parent on enrolment so that understanding and buy-in is secured right from the outset.

Assessment

As stated in our vision a key area for our school will be the development of

regular and rigorous assessment and feedback. We will do this in a following ways. Pupil progress will be monitored and assessed using a range of tools such as classroom observations, pupil conferencing, assessing pupil progress (APP). Progress against targets will be reviewed regularly through teacher conferencing, pupil work sampling and moderation meetings, and teacher performance management meetings. For Mandarin, progress will be measured against the Languages Ladder (Asset Languages) benchmarks.

Pupils will be assessed at the end of the Foundation Stage using the Foundation Stage Profile. Children will undertake national tests at the end of KS1 and KS2.

Attainment and progress

Standards of attainment of almost all pupils will be at least in line with national averages (as set out in the table below). Taking account of their different starting points, the proportions of pupils making and exceeding expected levels will be in line with the national average.

At the end of Key Stages 2 teachers will use their knowledge of a pupil's work over time to make a teacher assessment judgement on a pupil's progress and performance across the key stage. This will take into account evidence of attainment in many contexts, including discussion and observation. A teacher assessment judgement will be made for all pupils, including those who are working below the level of the Key Stage 2 National Curriculum tests.

For English, we will administer the following level 3-5 tests:

- English reading
- English grammar, punctuation and spelling
- mathematics
- Writing will be teacher assessed throughout Y6

Our more able pupils will have the opportunity to take the level 6 versions of these tests.

For Mandarin, we will administer the Asset Languages Breakthrough to Intermediate tests.

Teaching arrangements

We are intending to operate with smaller class sizes (26 maximum) throughout the school. This will enable more personalised teaching to occur and greater differentiation to support our less able and more able pupils.

Lessons will take place in designated classrooms allocated for each language where the teaching and the learning environment will provide clarity to the children about the language being taught. This immersion approach will be modelled throughout the school.

In KS1 and KS2 children will go to their 'home base' classroom, where the whole class will begin the day together. We will use, throughout the day, a range of groupings such as independent small group work, teacher-guided small groups or ability, mixed age groupings to suit the needs of the children.

Where children are organised into small groups, the groups may operate in their 'home base' classroom or in another room. Underperforming children will receive intensive support according to their learning needs.

The learning support teacher/teacher assistants will work closely with the classroom teacher to ensure they have a common approach and transition issues are minimised.

Extended Curricular Activities

These will include: drama, martial arts, table-tennis, singing, orchestra, dancing, abacus, healthy diet kitchen, creative folk arts, instrumental lessons including Chinese traditional instruments.

Some of these will be free; others will incur a minimal charge, depending on staffing resources, and making use of members from the University of the Third Age, and older pupils adding to their community work experience/portfolio. Children from disadvantaged backgrounds will be supported appropriately.

The two tables below set out detailed expectations around the length of the school day; it includes the number and length of lessons each day and our plans for extended hours.

School timetables and calendar

Reception Year Curriculum

EYFS Areas of Learning	Teaching Groups	Hours
Personal, Social, Emotional Development	Small groups of 6	2.5
Communication, Language and Literacy Development		5
Communication, Language and Literacy Development (Eng)		5
Problem-solving, Reasoning and Numeracy		5
Knowledge and Understanding of the World		2.5
Physical Development		2.5
Creative Development		2.5
		25 hrs

See attached for timetable examples for all year groups.

School calendar:

Marco Polo proposed term dates and closures 2014/2015															
	Sep-2014					Oct-2014					Nov-2014				
Monday	2	9	16	23	30		7	14	21	28		4	11	18	25
Tuesday	3	10	17	24		1	8	15	22	29		5	12	19	26
Wednesday	4	11	18	25		2	9	16	23	30		6	13	20	27
Thursday	5	12	19	26		3	10	17	24	31		7	14	21	28
Friday	6	13	20	27		4	11	18	25		1	8	15	22	29
Saturday	7	14	21	28		5	12	19	26		2	9	16	23	30
Sunday	8	15	22	29		6	13	20	27		3	10	17	24	
	Dec-2014					Jan-2015					Feb-2015				
Monday	2	9	16	23	30		6	13	20	27		3	10	17	24
Tuesday	3	10	17	24	31		7	14	21	28		4	11	18	25
Wednesday	4	11	18	25		1	8	15	22	29		5	12	19	26
Thursday	5	12	19	26		2	9	16	23	30		6	13	20	27
Friday	6	13	20	27		3	10	17	24	31		7	14	21	28
Saturday	7	14	21	28		4	11	18	25		1	8	15	22	
Sunday	8	15	22	29		5	12	19	26		2	9	16	23	
	Mar-2015					Apr-2015					May-2015				
Monday	3	10	17	24	31		7	14	21	28		5	12	19	26
Tuesday	4	11	18	25		1	8	15	22	29		6	13	20	27
Wednesday	5	12	19	26		2	9	16	23	30		7	14	21	28
Thursday	6	13	20	27		3	10	17	24		1	8	15	22	29
Friday	7	14	21	28		4	11	18	25		2	9	16	23	30
Saturday	8	15	22	29		5	12	19	26		3	10	17	24	31
Sunday	9	16	23	30		6	13	20	27		4	11	18	25	
	Jun-2015					Jul-2015					Non-Pupil Days (Training)				
Monday	2	9	16	23	30		7	14	21	28	Total of five non-pupil days within the term dates, determined by the governing body, a combination of 6 early closures and 2 full days .				
Tuesday	3	10	17	24		1	8	15	22	29					
Wednesday	4	11	18	25		2	9	16	23	30					
Thursday	5	12	19	26		3	10	17	24	31					
Friday	6	13	20	27		4	11	18	25						
Saturday	7	14	21	28		5	12	19	26		School Holidays				
Sunday	8	15	22	29		6	13	20	27		Bank Holidays				

Academic Year 2014/2015

Term	Start Date	Finish Date	Days	CPD Days for
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				teaching staff	
Term one	Friday 5 September 2014	Friday 24 October 2012	36 days	Friday 5 September 2014	
<i>Holiday</i>	<i>Monday 27 October 2014</i>	<i>Friday 31 October 2014</i>	<i>5 days</i>		
Term Two	Monday 3 November 2014	Friday 19 December 2014	35 days	Monday 3 November 2015	
<i>Holiday</i>	<i>Monday 22 December 2014</i>	<i>Friday 2 January 2015</i>	<i>10 days</i>		
Term Three	Monday 5 January 2015	Friday 6 February 2015	25 days	Monday 5 January 2015	
<i>Holiday</i>	<i>Monday 9 February 2015</i>	<i>Friday 13 February 2015</i>	<i>5 days</i>		
Term Four	Monday 16 February 2015	Friday 27 March 2015	30 days	Monday 16 February 2015 Twilight	
<i>Holiday</i>	<i>Monday 30 March 2015</i>	<i>Friday 10 April 2015</i>	<i>10 days</i>		
Term Five	Monday 13 April 2015	Friday 22 May 2015	29 days	Monday 13 April 015 Twilight	
<i>Bank Holiday</i>	<i>Monday 4 May 2015</i>	<i>Monday 4 May 2015</i>	<i>Bank Holiday</i>		
<i>Holiday</i>	<i>Monday 25 May 2013</i>	<i>Friday 29 May 2015</i>	<i>5 days</i>		
Term Six	Monday 1 June 2015	Friday 24 July 2015	40 days		

195 days

The school holiday dates above include the 8 public holidays which fall within the school year: 25 and 26 December 2014, 1 January 2015, 3 April 2015, 6 April 2015, 4 May 2015, 25 May 2015, 31 August 2015.

All of the public holidays above fall within school holidays except for 4 May 2015

Financial plans have been supported. Annex G1

D3: Show how your staffing structure will deliver the planned curriculum.

Teaching is a rewarding profession, and at The Marco Polo Academy we believe that the opportunity to be part of an exciting new multi-cultural, bi-lingual school in Barnet, offers fantastic career prospects and development opportunities for both teachers and education leaders. Teachers will have the opportunity to play a major part in **the** developing school so that it becomes the school of choice for its community. They will also be able to develop as leaders through the acquisition of responsibility for curriculum and phase leadership as the school grows.

Key to the success of The Marco Polo Academy is the appointment of a Mandarin speaking **Headteacher**, who understands and subscribes to the school ethos, who will lead learning and education in a way typically associated with Chinese education systems but will be reflective and sensitive to cross-cultural issues. S/he will need to contribute to language teaching, as this is the cornerstone on which the school will build, as well as taking overall responsibility for the curriculum until 2016 when a **Deputy Headteacher** and **Phase Lead for KS1** are appointed. The Headteacher, as the only senior manager, will have a range of responsibilities across strategic and operational management in 2014 - 2016, and will line manage the teaching team, holding them accountable for pupil progress and attainment. The Headteacher will be expected to take on one of the specialisms such as SEN, EAL or ICT. If the Headteacher is not the **Inclusion Manager**, one of the teachers appointed will need to take on that role, taking responsibility for child protection, and supporting teachers in meeting the needs of all children and particularly those with additional needs.

The Deputy-Headteacher will have a 50% teaching commitment and also provide some cover for PPA time in order to work in each classroom, looking particularly at the progress of pupils with additional needs in the class context. This is particularly important for pupils who may be making appropriate progress in English but falling behind in Mandarin, or vice versa. Through the senior management structure, line management and accountability model, the Deputy Headteacher will be able to liaise closely with phase leader colleagues and the senior language assistant to identify appropriate intervention programmes for specific pupils.

The other key appointment for the long-term success of the school, before the school opens formally, is the post of **School Business Manager**. It is our philosophy that our Headteacher should be the leader of teaching and learning, and so the appointment of an effective Business Manager, supported by an administrator, is essential in order to take responsibility for non-educational matters, including day-to-day financial management, management of all office functions, sites and buildings and ICT systems. This will enable the Headteacher to hold overall accountability and to carry out the statutory responsibilities of the role, but to strategically direct and manage

rather than have an operational role in day-to-day matters other than those relating to teaching and learning, including parent liaison. The post holder will be a member of the senior management team. The post of **Extended School Manager** to oversee and quality assure 4 – 6pm activities is also important, not only for the establishment of our school ethos but also to ensure that appropriate, safe, well-managed learning and child-care is available after school hours.

The recruitment of high quality bi-lingual **Class Teachers** and bi-lingual **Language Assistants** is requisite for effective language acquisition for all pupils. We shall look to recruit in the UK and abroad, hoping to gain the interest of a large field of applicants so that we can select excellent and experienced teachers. Our vision is to create an agile and expert team of teachers and linguists to scaffold and guide pupils through their learning. As the school grows, the provision of specialist teachers will develop in line with our curriculum model and learning methodology. Class teachers will be held accountable for the progress and attainment of every child in their class at the termly Pupil Progress Meeting, where the teacher meets with the Phase lead and Headteacher to measure in-year progress against expected National levels in English and Mathematics and Asset Languages levels in Mandarin.

Our **Teaching Assistants** will work with the teaching staff to provide our pupils with appropriate levels of support to enable them to flourish within the classroom setting. All teaching assistants will receive appropriate training to support their work, and work with teachers to create an inspiring environment in which to learn. A senior language assistant and a senior teaching assistant will be appointed to lead those teams, and held accountable by the Deputy Headteacher.

The management team will grow as the school expands. The **Deputy Headteacher** will take on the Inclusion Manager role, and **Phase Leaders** will be appointed to secure accountability across the school and to assure succession planning. The Headteacher, Deputy, Phase Leaders and Business Manager will form the school leadership team. We believe that in the short and longer term, this structure will be an appropriate vehicle for delivering the curriculum as well as providing a secure accountability model and providing value for money.

Organograms

The following organograms show the growth of the school 2014 – 2020, with line management. All staff will be subject to annual Performance Management appraisal and to regular monitoring through observation, analysis of planning and book scrutiny.

Exemplar teaching staffing 2014/2015

Headteacher	1
Reception teachers	2.6fte

Teaching Assistants	2.2fte
Language Assistants	1

Exemplar teaching staffing 2015/2016

Headteacher	1
Class teachers	4.5fte
Teaching Assistants	4.5fte
Language Assistants	2

Exemplar teaching staffing 2016/2017

Headteacher	1
Class teachers	5
Teacher/Phase Lead	1
Teaching assistants	6
Language assistants	3

Exemplar teaching staffing 2017/2018

Headteacher	1
Deputy Headteacher	0.5fte
Phase Leads	2
Classteachers	6
Teaching assistants	8
Language assistants	4

Exemplar teaching staffing 2018/2019

Headteacher	1
Deputy Headteacher	0.5fte
Phase Leads	2
Classteachers	8
Teaching assistants	10
Language assistants	5

Exemplar teaching staffing 2019/2020

Headteacher	1
Deputy Headteacher	1
Phase Leads	2
Classteachers	10
Teaching assistants	12
Language assistants	6

Exemplar teaching staffing 2020/2021

Headteacher	1
Deputy Headteacher	1
Phase Leads	2
Classteachers	12
Teaching assistants	14
Language assistants	7

Each teacher will be timetabled to teach 22.5 hrs per week. This allocation will be reduced for those identified as 'Lead' teachers, who will carry additional

management responsibilities and will need additional time to carry out those duties. Each Associate teacher will have a pupil contact of 28 hrs per week. The total teaching hours per year group per week is 25 hours x 2 teaching groups =50 hours, this will increase year on year as indicated in D1.

Phase leaders will establish strong teaching teams within each year group and will be ultimately accountable for attainment, progress and well-being of all pupils in their year groups. They will work closely with the Deputy Headteacher on curriculum and inclusion matters, as well as leading English and mathematics across the school. The Headteacher, as the lead Mandarin speaker and educationalist, will lead on teaching and learning in Mandarin, and the development of Mandarin across the curriculum.

Year 1 teachers will be appointed in 2015, one of whom will then move with the year group into the Year 2 as the Phase Leader. In the 2017a Deputy Headteacher will be also be appointed, who might also take on the role of Inclusion Manager and with the Phase Leader relieve the Principal of her overall curriculum role, with the exception of Mandarin. The eventual senior management team will consist of the Headteacher, the Deputy Headteacher, the School Business Manager and two Phase Leaders. Other staff will attend as appropriate. This model will then roll forward, with a Phase Leader for Keystage 2 being appointed to teach year 3 pupils in 2017, in order to develop the Keystage curriculum over four years to 2020.

Enrichment staffing provision

Enrichment time will be staffed through a combination of teaching staff providing extra-curricular support, teacher assistants, language assistants and additional peripatetic specialists, and local community group.

Subjects

The management and development of subjects will take place across the school, with the Headteacher taking responsibility for Chinese and Phase Leaders for core subjects, and all staff having the opportunity to lead a subject specialism eg history, D&T as the school grows. Initially, teachers will plan the curriculum together for the whole year, and subject specialists may be bought in to support teachers in curriculum development or to work with pupils on specific projects.

Job Expectations

The roles and responsibilities of the leadership team are outlined below:

Headteacher

Our Headteacher will be an educational visionary and experienced leader, with expertise in Chinese culture and Mandarin. S/he will be expected to:

- Provide educational vision and direction for the whole school
- Quality assure all aspects of provision in relation to the four Ofsted criteria: achievement of pupils, quality of teaching, behaviour and

- safety of pupils and leadership and management
- Line manage the Deputy Headteacher and Bursar
- Be the first point of contact with the Trust Board and Executive Board, keeping them informed of developments in the school
- Develop and implement School Self Evaluation, and the School Improvement Plan
- Recruit and retain high quality staff
- Maintain effective accountability systems for the management of staff performance
- Make effective use of pupil and teacher performance data in order to set and meet challenging and realistic targets for improvement.
- Assure a Professional Development programme for teachers and support staff
- Establish a budget for the school, agree priorities for expenditure and ensure effective and efficient administration and control
- Manage and organising the accommodation efficiently and effectively
- Build and maintain effective partnerships with parents and the wider community
- Ensure that there are inclusive care, guidance and support systems in place to assure the personal, social, health and emotional well-being of all pupils
- Promote an ethos of excellent behaviour, courtesy and respect throughout the school community.

Deputy Headteacher

The Deputy Headteacher will represent the Headteacher as required and take responsibility for the school in the Headteacher's absence. The key responsibility of the role is Inclusion Manager, overseeing the development of SEN support and intervention, alongside an overview of the curriculum offer for pupils throughout the school.

- Inclusion Manager
- Line management of Phase Leaders
- Oversight of whole curriculum development and annual planning
- Dissemination of best practice in on-line teaching and learning techniques and co-ordination of the staff professional development programme
- Oversight of the enrichment programme
- Information updates for the Leadership team about national and international developments in teaching and learning
- Work with Phase Leaders on the development of effective links with parents and the wider community

Phase Leaders

These two key roles carry oversight of the attainment and progress for all pupils, alongside their pastoral care and links with parents. The post

holders will have a class responsibility within their phase as well as leading on either mathematics or English. They will be responsible for:

- Assessment and reporting
- Pupil progress meetings with teachers, reporting outcomes direct to the Headteacher
- Close liaison with the Deputy Headteacher with regard to inclusion of children with additional needs and challenge for those who are gifted and talented
- Curriculum development across relevant year groups
- Attendance, punctuality and behaviour of pupils
- Management of classroom assistants
- Liaison with parents and the community

Teaching Assistants

The Teaching Assistants, who will not be required to have QTS, will have a variety of roles. With the guidance of the Deputy Headteacher they will be responsible for administering the pastoral system. This will include individual mentoring, providing information for tutors and teaching staff, and in-class support to the teaching staff. Deployment of Teaching Assistants will be based on the needs of pupils e.g. those with identified special needs, and also to maintain sufficiently high staff pupil ratios during project lessons and active and practical sessions. Learning mentors will be recruited as far as possible with complementary skills that can support a greater breadth of learning, e.g. Mandarin speakers, PE coach, or support for drama, dance or Art.

Language Assistants

Although the majority of our language assistants will be recruited on longer term contracts, we shall have regard for the advice and documentation provided by the British Council re recruitment of foreign language assistants, particularly relating to employment legislation and conditions of employment requirements.

Language assistants from China are usually recruited from sister schools and will be trained teachers in their own right, often highly qualified in their own schools. Here, their main role is to support the teaching of Mandarin, either working alongside the Mandarin teacher in the classroom or taking small groups on their own. Examples of their work will include:

- work with the teacher in the classroom
- work with small groups of pupils on vocabulary, sentence construction and calligraphy
- help prepare pupils for oral tests
- make recordings in Mandarin which can be used to support learning at home as an example of native-speaker speech
- introduce and contribute to group discussions and role-play in Mandarin
- work on specific topics with small groups of older students

- contribute to cross-curricular work in collaboration with other subject areas
- help set up links with schools in the home country
- contribute to an international project

The British Council provides online pedagogic support for language assistants. They and their teachers are able to download teaching materials from the British Council site, which is linked to other relevant internet sites. Through the Council, language assistants will also have access to a moderated e-mail discussion group to receive and exchange teaching ideas and share best practice in the classroom. Appropriate training will be provided by Marco Polo Academy, following the British Council good practice models, as well as models developed by Goldsmith College, for example.

School Business Manager

The School Business Manager will be a member of the senior leadership team, working closely with the Headteacher and Trustees with regard to day-to-day systems and administration of the school.

Responsibilities will include:

- Financial administration
- Maintenance of the single central record,#
- Overall management of sites and buildings, including supervision of the caretaker
- Management of office staff, lunch-time supervisor and extended school manager.
- Oversight of outsourcing of payroll, buildings maintenance, grounds maintenance, ICT and other contracts such as school meals provision and other services to the school.

Other support staff roles will include:

- Extended school manager. Working in close liaison with the Headteacher initially and then Phase Leaders, to ensure that the 4 – 6pm offer is appropriate, well-taught and supervised.
- Caretaker: 1.5 FTE from Year 1. This will be two part-time posts to cover the extended day and manage premises cleaning.
- Admin / reception: 1 FTE from Year 1, term time only. May increase to include a p/t PA for the Headteacher and some hours for a resources assistant.
- Lunchtime supervisors x 2 (may be combined with an teacher assistant role or extended school manager).

When our school is fully operational with all class groups from Reception to Year 6, we anticipate that there will be a total of 364 pupils in fourteen teaching groups. As the school grows 2014 – 2020, we shall constantly review our curriculum and staffing requirements in the light of National

expectation, but we shall never lose sight of our vision of a free, bi-lingual school using English and Mandarin to empower pupils to achieve the highest standards.

D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

Different Needs

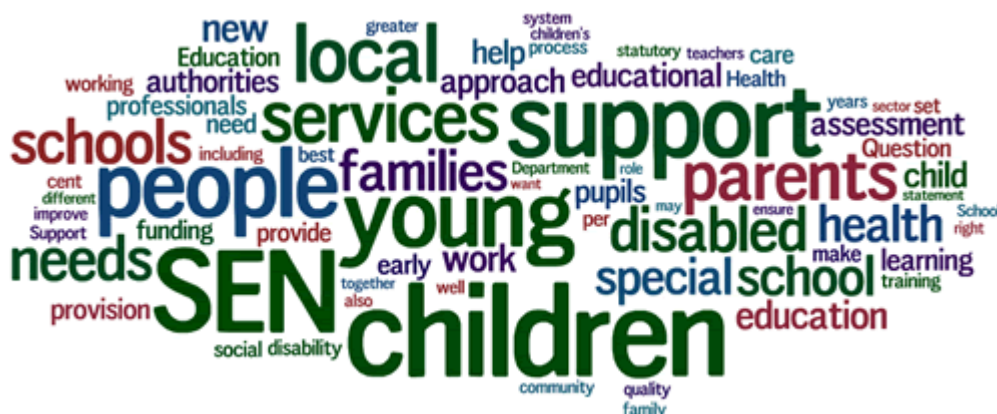
Marco Polo Academy is committed to inclusion and meeting the needs of all its pupils. We recognise that whatever their social background and abilities, *all* pupils have specific needs, and our mission is to support them and give every individual the opportunity to thrive and succeed. We aim to establish a secure, accepting, collaborative and stimulating school environment in which everyone is valued, as this provides the foundation for the highest achievement of all pupils.

Our inclusive practice will be achieved in and beyond the classroom through:

- our bilingual, bicultural curriculum
- personalised learning opportunities
- extended learning activities
- home-school links
- Involvement in the wider community.

We look forward to supporting all our pupils as they become independent learners and thinkers and develop their social, physical and cultural skills.

The information here complies with the SEN Code of Practice, but could be subject to amendment depending on the progress of the current Government Green Paper, where the complex inter-relationship of services is captured in the 'cloud' diagram below.



Context

Situated on the outer rim of north London, Barnet is the second largest of London's boroughs and has a relatively diverse population. To the north it

benefits from large areas of countryside, whilst to the south it becomes gradually more and more densely populated. Barnet's population has grown rapidly since the mid-nineteenth century as commuters and trade developed up and down the Finchley Road. Today this remains a main link between central London and Barnet's population centres. Barnet is a diverse borough with over 30% of people coming from ethnic minority backgrounds, it is particularly known for its large minority Jewish population.

The context of Barnet suggests that pupils joining our school will be from a range of ethnic backgrounds and, as with all urban areas, will have a multiplicity of need. We respect the fact that pupils:

- have different educational, physical and behavioural needs and aspirations
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences
- may require change to the physical environment to enable appropriate access.

Our aim is to respond appropriately to the needs of all, ensuring that every child achieves their full potential.

Vulnerable children

Vulnerable children are identified as those who may have some of the following characteristics:

- Pupils with special education needs which results in their having a significantly greater difficulty in learning than the majority of pupils of the same age
- Pupils with disabilities which result in some form of learning barrier
- Pupils with English as an additional language who are experiencing difficulty accessing the curriculum
- Gifted and talented pupils
- Pupils with behavioural, social and emotional difficulties
- Looked after children
- Pupils from disadvantaged backgrounds

Children's learning and additional needs will be identified by teachers in the classroom, who will closely monitor the progress and attainment of children and refer any child causing concern to the SENCO. The support of educational psychologists will be sought to identify specific learning difficulties, and the advice of the medical team around the child for children with disabilities. Marco Polo Academy will be mindful of all new legislation with regard to disadvantage, SEN and disability in its Academy planning and implementation. The DfE Disability 'Toolkit' will be used to inform the specific needs of individual pupils, and our over-riding ambition is to enable all our pupils to succeed, through our high expectations, early identification and subsequent intervention and through the involvement of parents in their

child's individual learning programme.

The social, emotional and pastoral needs of our pupils will be supported through the school's pastoral programme and by class teachers, who will intervene and engage with any child who present as unhappy or distressed. If necessary the teacher will refer the child on to the senior member of staff with responsibility for children's welfare or the Headteacher who will be the designated member of staff for Child Protection.

Management

The school will ensure that the lead for SEN is appropriately qualified. The SENCO will ensure that all staff are following a robust and consistent approach, based on the policy above. There will be governor accountability for the quality of support for pupils with special educational needs, and an SEN link governor who will liaise frequently with the SENCO and other staff as appropriate, and report back to the whole governing body.

The SENCO will be responsible for:

- The day to day operation of the school's SEN policy
- Co-ordinating the provision for children with special education needs
- Liaising with staff and providing professional development for them
- Liaising with the parents/carers of pupils with special educational needs
- Maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- Ensuring that all staff have confidential access to the SEN register
- Providing information for statements of special educational need and compiling the paperwork for the annual review
- Discussing with the pupil the process and decisions made. Empowering them to understand their difficulties and overcome them in order to succeed

The SENCO will also be responsible for liaison with a full range of other agencies and partners. Agencies will include:

- Pupil and family support workers
- Child Protection Officers
- Medical and social services
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and language therapists
- Place to Be
- Educational Psychologists
- Social workers

SEN

Children have special educational needs (SEN) if they have a learning

difficulty that calls for special provision over and above normal class differentiation. 2.8% of the school population are statemented. Pupils with a disability have SEN if they have any difficulty in accessing education and if they need any special educational provision to be made for them. Children may have special educational needs either at any time or throughout their Nursery or school career. Marco Polo Academy will ensure that curriculum planning and assessment for children with SEN takes account of the type and extent of difficulty experienced by the child.

All teachers will respond to children's needs by:

- providing support for children who need help with communication;
- planning to develop children's understanding through the use of all available senses and experiences;
- providing opportunities for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, in order to take part in learning effectively.

Planned Interventions may include:

- different learning materials or special equipment;
- adaption or alteration to the structure of learning sessions;
- working with support in a small group or individually;
- access to LA and other support services for occasional advice on strategies.

Identification and Assessment of Special Educational Needs

Early identification is vital. Nursery staff or the class teacher will inform parents of any concerns at the earliest opportunity and enlists their active help and participation. The Nursery staff or class teacher assesses and monitors the children's progress in line with existing school practices. The SENCO will play a key role in supporting staff in assessing children and their individual needs.

The triggers for intervention through *School Action* could be the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness;
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas;
- Presents persistent emotional and behavioural difficulties, which are not improved by behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to

make little or no progress despite the provision of a differentiated curriculum.

Evidence could come from a variety of sources including data from standardised tests, classroom observations, and analysis of pupil's work.

When a child has been identified for *School Action* the class teacher will plan interventions that are 'additional to' or 'different from' those provided as part of the school's usual differentiated curriculum. These are detailed on an Individual or Group Education Plan (IEP). Parents/carers will be kept fully informed and records kept of any meetings.

If the pupil makes satisfactory progress for up to two review periods, the teacher and SENCO may agree to extend the period between reviews, or may decide that the pupil no longer needs special help.

School Action Plus

This stage means that the school plus a specialist from outside the school collaborate to meet the child's needs. The triggers for intervention through *School Action Plus* could be that, despite receiving support through *School Action*, the pupil:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age;
- Continues to have difficulty developing literacy and numeracy skills;
- Has emotional or behaviour difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualized behaviour management programme and other targeted interventions;
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If good progress is made the pupil may revert to *School Action* until it is clear that their progress is no longer likely to give cause for concern. Decisions to move between stages must be discussed and agreed with the SENCO.

A child may begin their school or nursery career already at the SA+ stage if they have been involved with outside agencies such as speech and language therapy or occupational therapy in their pre-school years. If advice or recommendations from these agencies needs to be continued by the school then the child is SA+.

When a child has been identified for *School Action Plus* the class teacher will plan interventions that take into account the recommendations of external

agencies or professionals. The teacher may also need to make small adjustments to the child's learning opportunities thinking about *how* the child learns best. The child may receive support in small groups or some 1-1 time to carry out the recommendations made. All of this is detailed on an Individual Education Plan (IEP). Parents are:

- Involved from the beginning when a teacher may first raise concerns;
- Involved in the target –setting process;
- Informed of their child's targets and how they are expected to support and help their child at home;
- Invited to attend review meetings;
- Given an opportunity to share their views.

Statutory Assessment

If the school decides that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, then we may decide to apply for Statutory Assessment.

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. The LA will consider the evidence presented in reports from various professionals and assess the case for a statutory assessment of the child's special educational needs.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a *statement*. This will be reviewed annually.

Partnership with Parents

The school prospectus and website will contain details of our policy for special educational needs in our school. At all stages of the special needs process, the school seeks to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of the parents. We inform the parents of any outside intervention, and we share the process of decision – making by providing clear information relating to the education of children with special educational needs.

EAL

The ethnic Chinese population is supportive of the plan for a bi-lingual school. We believe that support for children with English as an additional language

(EAL) will be one of the key additional needs of our pupil population.

Our data shows that currently an average of 60% of children have English as an Additional Language in the primary schools in our area. Our steering group includes leading advisors/practitioners from the field of EAL. One of our Education Advisors is Chair of the National Association for Language Development in the Curriculum – the national subject association for EAL (NALDIC). Another member of the group is a former Headteacher of an inner city multilingual, multi-ethnic school. Both are experienced teacher trainers in the field of EAL. Both have extensive contacts with professional networks for EAL. Staff will be well supported and training will be a prerequisite for working in the school. We would provide training for all teachers through LILAC – Language in Learning Across the Curriculum, a proven EAL toolkit, first developed in South Australia. Our Education Adviser is an accredited trainer for this course. Through this course, staff will be trained to support their practice through:

- Understanding the role of scaffolding in language and learning.
- Understanding how learners interpret and produce oral language.
- Developing knowledge of genre and language at text level.
- Assessing written texts used in class and learn strategies for making them accessible for EAL pupils.
- Using strategies for developing EAL pupils' academic writing.

Teachers will thus develop an understanding of the support EAL pupils need to be successful learners; understand that the role of language underpins all strategies in effective teaching and learning; give staff confidence in their awareness of cultural and linguistic diversity; have a positive context where they can reflect critically and openly on their teaching.

We will take particular care in the assessment of pupils with English as an additional language. Not all pupils with EAL will need support, but it will be necessary if there are barriers to curriculum access. It can also be the case that language difficulties mask other underlying needs. We will liaise closely with parents to gain an accurate language profile of the children's mother-tongue and use the information to inform individual pupil's learning plans.

Looked After Children –

Pupils from Disadvantaged Backgrounds

Pupils deemed from disadvantaged backgrounds include those in receipt of Free School Meals (FSM) and looked after Children (LAC). We will ensure that children in care have the highest priority in Marco Polo admission arrangements. All children in care will have a dedicated attached adult who will maintain close contact with the carers, oversee progress, provide mentoring when necessary and make contact with outside agencies as appropriate. We will also ensure that children in care have access to enrichment programmes which could provide experiences not available in their care context. The SEN representative on the governing body will have a

responsibility to ensure that effective arrangements for children in care are in place. The government are considering 'Pupil Premium Plus' funding for children in care, which will provide further opportunities for support, and the planned Fostering Information Exchange will allow carers to share experiences and new ideas.

National evidence demonstrates that pupils in receipt of free school meals (FSM) are often the most disadvantaged and there is a gap in attainment and progress between children on FSM and the rest of the cohort. Closing the gap will be a priority at Marco Polo, and every class teacher will be made aware of the FSM children in their group and will be held accountable for their progress and attainment profile. To support any 'catch-up' work or interventions needed by this group, the Pupil Premium will be carefully targeted to meet individual need. In reporting to Ofsted, the school will provide detailed data of interventions and outcomes.

In our work with all disadvantaged groups, we shall refer to a school audit tool based on 2012 OfSTED Framework and measure our performance against the criteria for Outstanding:

- The needs of vulnerable groups are accurately identified in priority plans
- Challenging targets are set for the school's work with vulnerable groups and these are effectively shared with the whole school community.
- The governing body receive regular termly reports on progress against the targets set and provide appropriate challenge
- School Self-evaluation demonstrates the impact of interventions and value for money of the deployment of pupil premium and other resources.
- Clear Information about spending of pupil premium and good evidence about the impact of this on achievement is provided on the school's website and this funding stream is monitored and accounted for separately in the school's budget.

Gifted and Talented pupils –

We will follow the current DfE definitions of 'gifted' and 'talented':

Gifted: the top 5-10% of pupils measured by actual or potential achievement in English, mathematics, science, history, geography, MFL, RE and ICT

Talented: the top 5-10% of pupils measured by actual or potential achievement in art, music, PE and the performing arts.

The starting point to our approach to the education of these students is that we aim to ensure a challenging and aspirational experience to maximise the potential of all students, with properly differentiated work and frequent monitoring of progress. However, we recognise that students in this category will benefit from extra support, and we will ensure that there are policies in

place to provide this. The SENCO or a senior staff member will have oversight, and there will be a link governor. Initial practice will mirror that for all students with special needs. We will carry out in-school assessments, raise staff awareness of the issue, make contact with and support parents, and provide enrichment activities.

Our approach will use five broad strategies:

Differentiation: Ensuring that the work is closely geared to the abilities of the student

Acceleration: Providing opportunities for gifted and talented students to move rapidly through the more elementary stages of learning

Extension: Giving the most able the opportunity to investigate an area further and develop higher order skills of investigation, research and prediction

Collaboration: Working with other students of similar ability and interests, and have contact with older students who are gifted or talented in a similar way. The patterns of learning proposed for the school will facilitate these opportunities.

Enrichment: Providing extra-curricular activities which challenge the abilities of the students. The integrated links with the local community which is an essential aspect of the MPA vision will offer useful opportunities for this sort of enrichment.

We envisage specialist support for gifted and talented pupils beyond the classroom through the school intranet and through extension homework. Pupils with specific talent in music will have discrete practice and ensemble opportunities during the day, supported by Chinese pupil volunteers from the London Conservatoires. Those with sporting prowess (particularly in table tennis, tennis, diving or hockey, where competitors of Chinese origin are known to shine) will be supported in accessing local sports clubs and coaching. Pupils making accelerated academic progress beyond age expectation will be entered for Level 6 National Curriculum tests for Year 6 pupils in English reading, English writing and mathematics, alongside appropriate Mandarin language proficiency tests. The use of Chinese language to enhance inclusion is evidenced in schools already teaching Mandarin. The study of Chinese characters is said to appeal particularly to boys, thus providing a platform by which boys can close the attainment gap with girls. Anecdotal evidence also suggests that pupils with dyslexia do well learning Chinese.

The classroom

Our school will offer a stimulating learning environment, offering opportunities for outdoor and indoor play and exploration. Outdoor learning is particularly important in Early Years, and will provide excellent opportunities to develop oral skills and the bi-lingual vocabulary. Quiet areas are equally important so that children can read poetry and enjoy music and art from Eastern and

Western cultures, all of which are widely accessible through electronic media. Inclusion is about increasing the learning and participation of all pupils, and we want to ensure that all pupils can participate in every aspect of the curriculum. It is our vision that ICT resources should be available within the children's normal learning environment allowing for anywhere anytime learning. This means that a priority must be placed on flexible learning spaces in which technology which should include mobile devices can be used anywhere and at any time and facilitate a wide range of learning styles. We shall build the capacity of our school to respond to pupil diversity,

Many children have additional learning needs, and these will be addressed initially in the classroom by our teachers, all of whom will receive appropriate training both in assessing pupils' learning needs and in implementing appropriate interventions, as modelled in 'Achievement for All'. Most learning needs will be effectively met in this way. Teachers will be held accountable for the individual progress of all children in their class through a termly Pupil Progress Meeting, using information from SIMS or similar data tracking system This meeting between the classroom teacher and the Head teacher will discuss all pupils, identifying any child who is excelling and in need of extension or falling behind and needing additional support. The latter will include small group work, or one-to-one tuition to reinforce skills and accelerate progress, particularly relating to literacy and maths, as well as the use of ICT programmes to develop skills. Parents are our partners in learning, and will receive termly written reports as well as e-mail updates and consultations with class teachers.

Additional Needs - Our staff

Recruitment of well qualified and gifted teachers will be key to our children's success. We will recruit bi-lingual teachers from Singapore, Hong Kong and China, as well as the UK, and also recruit a small team of unqualified Mandarin and English speakers from the community, whom we shall train to offer specific 'conversation' classes in small groups. The appointment of an experienced and well-qualified SENCO is a pre-requisite in order to meet individual need and assure alignment of provision with the Special Needs Code of Practice.

Marco Polo Academy also anticipates strong partnership with voluntary and independent local services and agencies, working together to help vulnerable children, particularly those with disability and those with additional educational needs. We will commission speech and language therapy, educational psychology and other specialist support from the LA or other provider, and work closely with the LA inclusion team to ensure that any child with a Statement of Special Educational Needs is appropriately supported with a learning support assistant if required. Pupil Premium funds and SEN funding will be carefully allocated to support assessed need.

Additional Needs - ICT

It is central to our vision that ICT is utilised appropriately wherever and

whenever possible to raise standards for all our children. Our ICT strategy is to ensure that all children have the necessary ICT skills to participate fully in twenty first century society, now and throughout their lives, that ICT is used to ignite children's enthusiasm for learning and that it is used to personalise learning in order that all children achieve their full potential. The use of ICT must support schools overall aims for learning and teaching.

ICT is the vital tool in the development of personalised learning. Personalised learning can raise the achievement of children from groups, which have historically underachieved, and can boost the performance of all children. The speed of change in ICT in the last five years has been astronomical, and the rise in internet-based services, particularly those relating to information, will continue to grow in importance. It is vital that pupils understand the potential of technologies and have the capability to make choices regarding applications, suitability of media and access. Marco Polo envisages an entitlement for all learners to universal access to a reliable web-based ICT infrastructure and suitable resources, to enable high quality learning to take place anywhere and at any time. Learning networks, shared by the community, offer extensive possibilities, and it is envisaged that pupils will have access to iPads, Kindles to support reading, and a variety of handheld media to enable easy data collection, recording and note taking, thus support learning. We believe that pupils need to be able to touch type in order to use computers effectively, and this will be included in the curriculum as part of learning to write.

Pupils must have access to a range of communication opportunities, which will need to be flexible. We wish to emphasise pupils developing ICT skills and then using them to develop their individual IT capability. Provision will include mobile ICT equipment, with access to electronic whiteboards in all classrooms; e-readers, digital cameras, multimedia equipment – video, sound, text; as well as knowledge, understanding and access to dual platforms, so that pupils understand Apple Mac as well as PC applications and can make informed choices independently about which applications are fit for purpose. Flexible, open-access ICT facilities for pupils, teachers and support staff are needed in order to promote the personalised learning and inclusion agenda. We shall explore via BETT the best equipment and ICT resources, taking advice from experts in the education field before committing to purchase. Technological change is so fast moving, that to make specific statements about hardware or software for 2014 in this proposal would be ill-advised.

Partners

We will make close links with education professionals, such as educational psychologists, and of medical and social care professionals. We shall engage with these colleagues through Barnet LA, because our families may already be known to some local professionals, and providers in adjacent Boroughs.

We wish to develop our contacts in the wider community including local businesses, charities and philanthropists, and this will be a key role for the

Business Manager as well as Governing Body representatives. We shall actively seek local business people and professionals, who share our commitment to bilingual learning, to serve on the Governing Body.

We shall rationalise our partnerships and build a web-based Marco Polo Support Service Directory, which can be accessed easily so that the needs of all our pupils can be met swiftly and so that we know that a high quality team of experts is on call to support our work.

Our most important partners are parents and carers, who will be encouraged to regard Marco Polo Academy as their family's partner. This will enable communication and ensure that all those who have the best interests of the child at heart can work together to find solutions and enable that child to achieve and flourish.

D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

KS2 Targets: We are aiming to achieve 10% higher rate in English and Mathematics comparing with Barnet local authority average (86% L4) which is already ahead of the national average at 82%. We also aim to achieve 10% higher than the national average in two levels of progress in English and Maths, based on DfE Performance Tables 2011 at KS2 (Annex C4). In Science we are confident that we can raise the level 10% higher than Barnet's record in 2010.

We will aim to perform at end of KS2 at least FFT band D that is in the top 25% of all schools nationally.

Mandarin (Asset Language)	80% preliminary	20% Intermediate
English	86% L4	30% L5 (29)
Maths	86% L4	35% L5 (35)
English and Maths combined	82% L4	
Science	86% L4	45 %L5
2 levels progress English	90%	
2 levels progress Maths	90%	

We will measure our pupils' achievement via percentages achieving national attainment targets.

Parental and pupil feedback (pupil voice, pupil council, surveys)

- Summative end of year exam results, formative assessment, peer assessment
- Participation in competitions in academic and social skills
- Progress as well as overall attainment results and external assessment accreditation
- Destinations at secondary schools

- Half-termly progress review by the Head teacher
- Termly progress review by the governing body
- End of unit progress review by Class teachers
- Individual tuition for those falling behind within context of extended day
- Termly Pupil reports home along with parents' consultation meetings

We will set quantitative targets for behaviour, and these will be refined once the cohort profile is defined. Our clear aspiration is that there will be zero permanent exclusions or temporary exclusions. Our behaviour policy will enable us to set more specific targets for internal exclusion, class withdrawals, and the number and frequency of a wide range of rewards.

In addition we will set targets for pupil absence to be less than national and that of the local secondary schools. We have also looked at data for disadvantaged pupils. We do not as yet have full data for this cohort, but where available we have set ambitious targets for this group of pupils in order to narrow the gap. In particular, we will look to accelerate progress in English and mathematics to narrow the attainment gap for all disadvantaged pupils. We believe that our approach to personalised learning and focus on cross-curricular literacy will enable pupils at The Marco Polo Academy to make this accelerated progress.

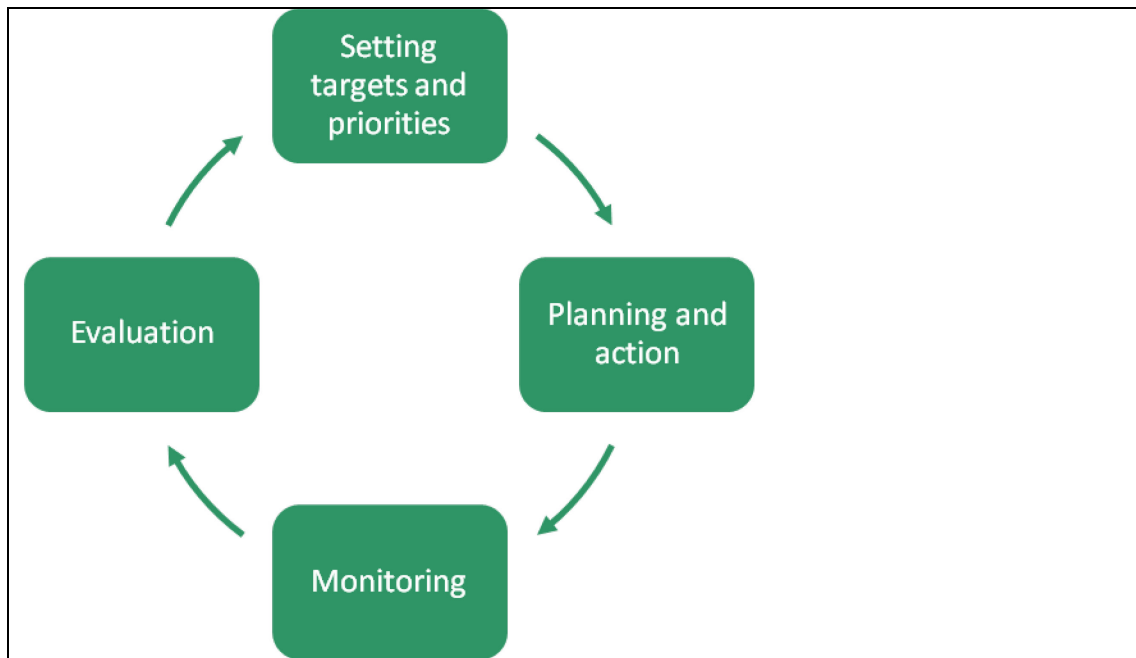
Self-Evaluation

We have taken as our starting point for self-evaluation in the school the leading questions put by Ofsted in the report *Improving performance through school self-evaluation and improvement planning* (Department for Education, 2005):

- a. Does the self-evaluation identify how well our school serves its learners?
- b. How does our school compare with the best schools and the best comparable schools?
- c. Is the self-evaluation integral to our key management systems?
- d. Is our school's self-evaluation based on a good range of telling evidence?
- e. Does our self-evaluation and planning involve key people in the school and seek the views of parents, learners and external advisers and agencies?
- f. Does our self-evaluation lead to action to achieve the school's longer-term goals for development?

We will put in place a continuous cycle of improvement planning, with identified priorities, a range of targets, plans to achieve the identified goals and procedures for monitoring the processes.

We see the cyclical process as:



Our approach to improvement planning will be twofold. We will need middle and long term plans to develop the school, particularly as we will be a new institution. We will need to state where we expect the school to be at the end of the first early years stage and after three years for end of KS1, and at the intervals following up to the end of KS2. We will need to plan for the year on year development of the curriculum, the development of teaching and learning, narrowing the gaps in pupil achievement, the growth and development of the staff body, and the expansion of facilities. There will be a high degree of financial planning. The plan will cover the major areas in our vision: engagement of pupils and parents and community, and pupils who aspire to the highest standards maximising the benefits of bilingualism. The long term plan will have clear success indicators, and will be reviewed at appropriate intervals.

In addition to the long term plan we will use short term plans to achieve our aims. These will be highly focused plans with clear goals which will be reviewed at intervals during the year. They will be raising attainment plans, closely linked to the school's identified priorities. There will be clear timescales, with the use of milestones to make the monitoring more effective. All plans will state the resource implications, and the success criteria will be in the form of planned outcomes, which will, together with the milestones, will form the basis for monitoring and evaluation. The plan will be headed by an evaluative statement of the school's current situation and priorities on the lines of the former SEF, but considerably shorter.

In the continuous cycle we will want to evaluate the following:

Attainment and Progress

After the first six weeks, we will complete early years foundation assessments, we will have accurate data on the pupils, and this will be used to set challenging targets within the plan for the performance of the cohort, including the performance of groups, such a pupils with special educational needs or in receipt of free school meals. As the school builds we will be able to make more use of the DfE annual performance data and other comparative data, including RAISEonline. Assessment and tracking is a key feature of the school systems. Pupils will be assessed both formatively in class and by regular summative assessments and all results are recorded and displayed for staff and securely for pupils and parents through their personal records available through our secure online MIS.

Our expectations are:

	End of YR	KS1				Lower KS2				Upper KS2			
		Mid Y1	End of Y1	Mid Y2	End of Y2	Mid Y3	End of Y3	Mid Y4	End of Y4	Mid Y5	End of Y5	Mid Y6	End of Y6
Attainment													
Sub level	L1c	L1b	L1a	L2c	L2b	L2a	L2a/3c	L3c	L3b	L3a	L3a/4c	L4c/b	L4b
APS	7	9	11	13	15	17	17/19	19	21	23	23/25	25/27	27
Progress													
APS from previous KS		1 level +1 sublevel or 8 APS				1 level or 6 APS				1 level or 6 APS			
APS-half a year		2	2	2	2	1.5	3	1.5	3	1.5	3	1.5	3
		2	4	6	8	1.5	3	4.5	6	7.5	9	10.5	12

Teaching and Learning

A key part of the Marco Polo vision is the commitment to the improvement of

the quality of teaching. We will use some objective criteria, such as that used by Ofsted. Our criteria will also relate strongly to the aspirations for teaching and learning which we have expressed in our educational vision. We want the teaching to engage and inspire the pupils, and promote the learning skills of independence, research, co-operation, risk-taking and presentation. We will set targets for the quality of teaching to be a minimum of 100% good or better but as a school Marco Polo will aspire to improve on this over the first three years to reach 100% good or better, with much of this outstanding. This will be achieved through our commitment to effective performance management, high quality staff recruitment and development. We will use a range of improvement strategies, including coaching, training, visits to see experts in action and support from advanced skills teachers from partner schools.

Behaviour and Attendance

We will have data targets for attendance, exclusions and removal from lessons. Qualitative indicators will be used for the relevant areas of our vision – we want pupils to enjoy attending the school, to take responsibility for their own behaviour and respect the rights of others in the school community.

Parents and the Wider Community

In our vision we describe a school which will grow out of its community, and will have a close and positive relationship with the parents in particular, the community in general but also specifically the local Chinese community. We will keep quantitative data on parent involvement where possible – attendance at parents evenings for example. Quantitative data will be used for many of the other areas.

Rather than wait until the end of the year to evaluate progress with our plan, by which time it could have veered off course, we will use a cycle of review of key indicators every six weeks, and adjust or add details if necessary. The evaluation of financial planning and management will reside in the separate medium term plans, but the business manager will ensure that information is provided where there are financial implications in the short-term plan.

Strategies for self-evaluation

We will use:

- Analysis of national and local data
- Information from the weekly pupil-tutor meetings
- A planned programme of teaching and learning observation
- Informal observation by senior staff
- A programme of work sampling
- Reports from visits by governors, and from meetings of the governing body
- External adviser visits if there is a particular need
- The views of the Pupil and Parent Councils
- Pupil questionnaires
- Direct evidence from parents, for example when they visit for teacher consultations, and the use of questionnaires – we will explore the

possibilities of electronic versions

- The view of our partnership pre-school providers, including

Responsibility for self-evaluation

The Headteacher will have overall responsibility for the quality of the school's self-evaluation. In turn they will be held accountable by the governing body, who will receive regular reports on monitoring and evaluation activities.

The regular monitoring of the school improvement plan will initially be the overall responsibility of the leadership group. However, we would want to set up an extended group, consisting of the senior leaders supplemented by a small number of other staff, such as phase leaders, who would each take responsibility for collecting evidence to monitor a section of the plan. (The supplementary membership of this group would change at intervals dependent of school priorities.) The minutes of the improvement plan monitoring group will be made available to all staff. This will also be the case for the minutes of SLT meetings, except where there is discussion of confidential issues.

The governing body will be expected to play an important role in monitoring and evaluation. Governors will be linked to curriculum areas in the school, and will be expected, through visits and discussion, to use these links to report back to the governors meetings. The school will provide governor training from an external provider for this aspect of the governing body's work.

Our staff training will emphasise that self-evaluation should operate at all levels throughout the school, and the whole workforce should contribute to the process. This will include support and ancillary staff. This principle will be made clear in staff job descriptions, which will contain generic statements about responsibility for continual monitoring and evaluation, but will also include a specific outline of each individual's role within the overall picture. These specific responsibilities will be addressed as part of the line and performance management systems.

The following assessment and tracking sections contain an account of the proposed line management system. There will be a code of practice for line management, which will include the frequency and nature of meetings. It will be made clear that while the system is intended to challenge staff and ensure their accountability, it will also be supportive and developmental. There will be clear procedures, agreed with the governors and staff, for addressing unsatisfactory performance by teachers. While the needs of the teacher will be taken into account, the needs of the pupils will also be a factor in deciding a course of action.

Assessment

Initial assessment of pupils will take place when they start in reception. Their teacher early years assessments, including SEN information, will provide a starting point. The initial information will be used to set learning targets for each pupil. As pupils progress through the school additional assessments in reading, writing, numeracy will be added

The target information will be shared with parents, who will be invited to a meeting at a halfway point in the first term.

The planned curriculum is intended to develop a range of learning skills, the 21st century skills framework, including independent working, problem solving, collaborative and creativity.

Tracking

All pupils will have a one-to-one discussion with their tutor, which may be their class teacher or Associate teacher, for at least fifteen minutes each week. A major purpose of this meeting will be to track progress and consider actions for the following week. Class teachers will be responsible for effective record keeping of pupil progress but phase leaders will have responsibility for the overview of each phase and will be accountable for identifying where pupils may be falling behind.

These milestones will be used to consider whether a pupil needs specific intervention to improve progress. Pupils will be encouraged to be involved in and responsible for their own learning. Tutors will ask pupils to explain what they are learning, and to show that they understand what successful outcomes will look like.

The tracking information will be provided for the phase leaders, who have key stage responsibilities. Their role will be to track progress of the cohorts against national data, including that for free school meals, SEN, EAL, gender and LAC. They will also use their monitoring role to ensure that the tracking of progress is not an end in itself, but is being actively used to make a difference of pupil's learning and achievement.

Pupil Intervention

The system of weekly tutor meetings will enable indications that intervention may be necessary to be picked up quickly. The personalised curriculum will allow pupils to use the guidance from their teachers on an individual basis. The level of intervention will vary according to individual pupil need:

For some pupils there will just be a light touch intervention from the tutor. This will be in the form of guidance for the following week, and progress will be checked at the next tutor meeting. A second level would involve other staff. This could mean liaison between the tutor and phase leader. It could involve the SENCO and in the case of mandarin may involve support from a language assistant.

For pupils who are not responding, or continuing to experience difficulties, further action will be taken. This could include, for example, individual or extra small group work during the extended lunchtime or during the enrichment time. At this stage parents would be involved, particularly to inform them on how they could also provide specific support.

Line Management

The Headteacher will be ultimately responsible for the quality and success of

the assessment and tracking systems. This task will be exercised through a clear accountability chain. The class teachers will have the first responsibility for operating the system through their weekly meetings and recording systems. The phase leaders will be responsible for monitoring the work of the tutors as part of their key stage responsibilities. They will do this through regular line management meetings, scrutiny of record keeping and occasionally sitting in on one of the tutorial sessions.

The Deputy Headteacher as SENCO will be fully involved in the tracking and intervention process, and ensure that SEN intervention is being used effectively. The phase leaders will be responsible for ensuring that the class teachers are tracking the progress of the pupils, using the data for clear improvement purposes, and liaising effectively with the tutors when necessary.

The quality of the assessment and tracking systems will be a major factor in the success of the school, and the senior leadership team as a group will have a clear accountability role. They will exercise this by frequent reporting back from the monitoring activities, discussion and development, and where necessary including relevant staff at their meetings on an occasional basis. They will also ensure that this aspect of the work of the school is fully represented in the school development plan, and is reviewed on an ongoing basis.

Performance Management

The performance management of staff will take place within the line management system. All staff will have at least one target which refers to the progress of pupils. The process will be regarded as developmental, and support will be given by line managers during the cycle. The pupil progress targets will be challenging but achievable. Performance management sessions will take the form of a professional dialogue, and feedback on performance will be open and honest. The system will also be used to identify the professional development needs of staff.

The Marco Polo Academy aspires to have outstanding management that will set clear expectations and provide appropriate and targeted support for all staff addressing areas for development in performance. There will be regular and monitored line management and performance management meetings. Performance reviews will be underpinned by frequent high quality lesson observation, work study and tracking of pupil progress for each teacher. This data will provide early identification of problems and early action will be taken to address any weakness and avoid the need for formal capability procedures. In some cases an improvement will be achieved by putting in place a tailored programme of support and coaching from a more expert member of staff. In rare cases a more formal approach will be necessary.

Capability Procedures

Governing bodies must by law have procedures for dealing with lack of capability in members of staff. Marco Polo will adopt the DfE guidance, which provides a model capability procedure for teachers. Where capability

procedures are to be considered the following is an example of the initial steps that will be taken:

Informal Stage

Where a teacher may be under-performing, the Headteacher or other senior manager will investigate and collect evidence, as indicated above, to triangulate and validate previous competency assessments. The chair of governors will make arrangements for this to be done if the performance of the Headteacher is in question. Once the information has been gathered one of the following three actions will be followed:

- Withdraw all allegations, no case to answer
- Arrange support and coaching without using the formal procedure
- Arrange a formal interview (formal approach for more serious cases)

Coaching and advice

Advice and coaching will be used to encourage and help the teacher to improve. The teacher must be told what is required, how performance will be reviewed, the review period, and that the formal procedure will commence if there is no improvement. Notes of any support will be kept for reference. After a period of coaching a review will be held and either the case dropped or a formal stage will commence.

Formal Stage

Formal interview

The formal interview marks the formal stage of the capability procedure. It provides an opportunity to deal with more serious problems in a structured way. It allows the teacher to prepare a response to allegations about performance and make a case in the company of a union representative or colleague. At least 5 working days (or 7 consecutive days out of term time) notice must be given for the interview.

Outcomes from this stage will be a formal verbal or written warning and all DfE guidance will be followed through to resolution.

Professional Development

Staff well-being will be a high priority for our school, where all staff are valued, working within a context that supports, career development and work-life sustainability.

High quality, informed performance management will be the key driver for staff development. All staff will have performance targets directly related to priorities set out in the strategic plan and related to pupil outcomes. They will be supported to achieve these targets through well-matched opportunities for professional development.

Support for development of the whole school staff, whether teaching or not will be a priority. We will offer a blended approach to professional development through a mix of individual online learning packages, whole staff and small group training, peer coaching and teacher-led action research

projects.

The learning platform will provide the online package of support and access to peer-to-peer support programmes to enable the staff to improve their own knowledge, skills and performance.

This includes:

- An audit tool for staff to assess their needs and areas for development
- Guidance for teachers about how to optimise use of the online learning environment
- Professional and leadership development for leaders to define roles and responsibilities and organisational structures aligned to key drivers of success at Marco Polo;
- Coaching support programmes;
- Access to a network of Advanced Skills Teacher trainers to support improvements in teaching across the curriculum;
- Programmes targeted to train staff in supporting underachieving pupils;

Staff will be able reflect upon their practice within a genuinely supportive ethos where ownership of professional development is encouraged and embraced. A peer coaching programme will be established where staff can provide mutual advice and guidance on improving the quality of teaching and learning.

Staff will also benefit from close working relationships with (their partner provider), external agencies, as well as national and international collaboration online. All staff will be given the opportunity to gain further qualifications such as credits towards a Masters, or for Associate Teacher support to progress to QTS.

An essential element of an effective assessment and tracking system is a shared understanding between staff on what constitutes progress. The professional development in this area will focus on the development of staff skills in accurately identifying progress and having strategies for supporting pupils to make progress. Year groups will be expected to have moderation sessions, where examples of pupil work are used to agree on assessed levels and strategies for improvement. The phase leaders will have an important role here. As there will be only one or two teachers of a year, the professional development could take the form of a visit to another school to look at their practice.

The emphasis on learning skills will create the need for another strand of professional development. In this case there are no national standards or levels, and an important focus will be an understanding of the range of learning skills promoted within 21st Century Skills framework, and how to assess the extent to which pupils are acquiring these competencies.

D6: Describe your admissions policy, confirming

commitment to fair and transparent admissions practices.

The Marco Polo Academy intends to meet the diverse cultural needs of our local community, whilst maximizing the advantages of bilingualism. We aim to provide an innovative approach to learning and teaching which supports the needs of all our pupils. Our vision is to create a free, non- elitist, multi-cultural, bilingual Academy.

The Marco Polo Academy's admissions practices will reflect our vision, while complying fully with the revised DfE School Codes on Admissions published in February 2012. The school proposes a planned admission number of 52 in Reception for September 2014, with 52 pupils admitted to Reception in subsequent years. The school will act as its own admissions authority, but will remain cognisant of the local Barnet admissions priorities, and will ensure a fair and straightforward admissions system that promotes equity and fair access.

Admissions Process

Children will be admitted to Marco Polo School without reference to academic ability or aptitude on an 'equal preference' basis. Our school will take part in the Barnet LA system for admissions. If time constraints mean that this is not possible for September 2014, then we shall invite application via the website after advertising in the local press, but we shall ensure close liaison with Barnet LA admissions team so that their pupil placements are not compromised by the increase in number of school places known to be available.

Admission Criteria

We are aware that as a free school we must take the majority of our pupils from the local area and:

- We will admit all pupils who apply up to our admission number
- We will admit all pupils with statements whose parents/carers have expressed a preference for this school
- We will give priority to looked-after pupils, and to previously looked-after pupils who have been adopted.
- We will agree to the Fair Access Protocol in the case of the following groups of pupils:
 - a) children with special educational needs, disabilities or medical conditions (but without a statement)
 - b) children with unsupportive family backgrounds for whom a place has not been sought
 - c) children who have been out of education for two months or more
 - d) children of Gypsies, Roma, Travellers, refugees and asylum seekers
 - e) children who are homeless
 - f) children who are carers.

Oversubscription policy

If there are more applicants than places, we shall give preference to children in accordance with the following order of priority in each year group:

- a) Looked After Children
- b) Siblings, including step siblings, foster siblings and adopted siblings
- c) Children of staff at the school. In subsequent years, the staff must have worked at the school for at least one year, or have been recruited for an identified staff shortage
- d) Medical or social needs. In this case evidence from a doctor and/or a social worker would be needed.
- e) Travel to school journey - preference will be given to applicants who live within one mile radius of Marco Polo Academy, as measured by the straight-line distance from the front door of the child's residence to the main entrance of the school, The child's place of residence is taken to be the parental home.

Tie-Breaking

In the event of final applicants having equal priority under the criteria above random allocation would be used, in the form of random selection by a person unconnected to the school.

Appeal procedure

Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time. The determination of the appeal panel is binding on all parties. Full details of the procedure will be sent to parents with the decision letter on 1st March.

Reserve List

In addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the reserve list. The order of the reserve list will be determined in accordance with the order determined by the over-subscription criteria. The reserve list will be maintained until 31st August in any year. Vacancies arising between 1st March and 31st August will in the first instance be offered to applicants on the reserve list.

Waiting List

On 1st September in any year applicants on the reserve list and applications received after 15th December will be placed on the waiting list. All applications on the waiting list will be considered for any vacancies occurring during the period 1st September and 31st December in accordance with the school's admission criteria. The waiting list will not be maintained after 31st December.

In-year and casual admissions

Applications for vacancies that arise outside the normal annual admission round will be considered at any time during the year. Information and application forms may be obtained from the school. Where there is more than one application for a vacant place, the offer of a place will be determined in accordance with the following criteria, in order of priority:

- 1) Looked after children
- 2) Children with statements of special educational needs in which the Marco Polo Academy is named on the statement
- 3) Children who will have siblings in the school at the time when they are admitted to the school.
- 4) Children who live nearest to the school, measured by the straight-line distance from the school to the child's home.

D7: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Our principles

The Marco Polo Academy will combine the best characteristics of Chinese and British educational approaches to foster positive attitudes to learning, aspiration and resilience in pupils. Our systems will result in a deep commitment to each learner as an individual, on the part of pupils, staff and parents. Pupils' pride in their school will be demonstrated through excellent conduct, manners, attendance and punctuality, and we anticipate that skilled and highly consistent behaviour management by all staff will make a strong contribution to an exceptionally positive climate for learning. We want our pupils to enjoy school and have fun. The safety and well-being of pupils is paramount, and we shall support pupils in understanding how to keep themselves and others safe.

Safety, respect and consideration for other people and their property, honesty, kindness, co-operation and respect for the environment are our priorities. To achieve this we will:

- Recognise and reward good behaviour and attendance.
- Promote an ethos of community by providing a safe, stimulating, supportive and welcoming environment.
- Develop an atmosphere where all children take responsibility for their own actions and develop self-discipline and independence
- Develop positive social interactions by encouraging well-mannered, considerate and polite behaviour.
- Develop a moral code and values so that the children understand the difference between right and wrong.
- Ensure that all members of the school community feel equally appreciated and fulfilled.
- Ensure that all children are treated fairly and consistently.
- Always have the highest expectations of children' behaviour in class where they are expected to listen carefully and to do their best at all times.

The Role of Teaching and Learning in promoting excellent behaviour

We are committed to the belief that when a school has a curriculum which provides highly positive experiences and rich opportunities for high quality learning, this has a very positive impact on pupils' behaviour, attendance and safety and contributes to their academic achievement. Teachers will be expected to model professional standards in their work and demonstrate high levels of respect and courtesy to pupils, parents and member of the wider community. All staff recognise their importance in providing positive role models for the children. Where an expectation is set for children to wear appropriate uniform there is also a staff dress code.

Positive Reinforcement

Good behaviour and politeness will be given a high profile throughout the school and the whole school community is responsible for ensuring that there is an expectation of high standards. The following systems will be put in place to ensure good behaviour and attendance is promoted:

- ***Class expectations:*** Our teachers will create a set of rules and a code of conduct, which are constantly used to promote good behaviour through assemblies, PSHE lessons and circle times. This ensures that every child in the school knows the standard of behaviour which we expect from them.
- ***Parental Expectations:*** Parents will be made aware of the school's expectations regarding behaviour and attendance. When a pupil joins the school, parents will be given a Home-School contract, setting these out clearly, which they are expected to support.
- ***Houses:*** The school will have a House system to which all children belong, and good behaviour, 100% attendance, effort and achievement are rewarded by giving House Points, which contribute to the position of the House. This will be displayed in the entrance hall, and a small reward given to the winning House at the end of term. This model has been shown to work in many primary schools nationally, and as pupils go through the school their allegiance to their House grows, and also offers older pupils the opportunity to take on responsibility such as prefects within their house, thus developing their sense of responsibility for the younger members of the school community. This will also be reinforced by a 'buddying'. As the school grows, year five and six pupils will be encouraged to work with year one and two pupils, conversing in Mandarin, supporting them in the Library and supporting 'quiet groups' at playtimes, for those children who do not want to run around. These models, often cited as good practice by Ofsted, are used nationally, and are shown to develop personal and social responsibility, as well as supporting behaviour management.
- ***Individual:*** Children will be rewarded with merit stickers for achievement in class and for outstanding classroom or playtime behaviour which supports their peers. Such stickers are used widely in the Primary sector, and are popular with pupils, helping to establish a

culture which rewards the positive, rather than punishing the negative. Certificates will be awarded in the end-of-term assembly with parents for 100% attendance every term, and a book reward will be given to any pupil who achieves 100% attendance for the whole year (see the Attendance section below). Pupils will also have frequent opportunities to work together in music and drama performances and sports. This develops individual responsibility within a group setting. The opportunity for pupils to be rewarded and congratulated publically in front of their classmates, parents and friends, and sometimes the local press, is an opportunity that is known to enhance pupil performance as well as the status of the school in its community.

- **Monitors:** All children will have regular opportunities to be monitors, which encourages responsibility and independence. Children are encouraged to take responsibility for keeping areas of the school tidy.
- **School Council:** The School Council will be developed from 2014, and will provide a forum for all children to raise concerns and express opinions. Each class will elect two representatives to put forward the views of the class - the views of the School Council will be listened to and where appropriate, action is taken in response. As the school grows, pupils' ideas will be canvassed regarding appropriate rewards for outstanding behaviour and attendance.

Sanctions

Sadly there may be times when children do not behave in line with school expectations. Children need to discover where the boundaries of acceptable behaviour lie, as this is an essential part of growing up. The boundaries are firmly and clearly outlined below.

- Minor breaches of behaviour include: persistent talking in class; distracting others from learning, answering back.
- Major breaches of behaviour include: physical assault; deliberate damage to property; throwing items with the potential to cause damage; stealing; leaving the school premises without permission, verbal abuse including swearing, refusal to work or persistent disruptive behaviour in class.

Unacceptable behaviour in the classroom, at break and lunch times and before and after school will be dealt with consistently and promptly by teachers, and appropriate sanctions applied to each individual situation. These include

- A verbal reprimand and a reminder of expected behaviour.
- Moving to sit alone.
- Loss of free time, such as break time.
- Going to another room to complete work.
- Having time out of class to reflect on the misdemeanour.
- Apologising to the class and teacher

- The loss of a responsibility, e.g. being a monitor.

All unacceptable behaviour will be recorded, and parents contacted as appropriate. The Head Teacher may give fixed-term exclusions for very serious acts of misbehaviour. For repeated or serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions would only be taken after the School Governors have been notified.

Please note: Lack of academic attainment or slow progress will never invoke sanctions. Intervention and support will always be provided to ensure that children who find work difficult are included and able to develop their talents.

Attendance

Attendance at school is statutory, and poor attendance is a safeguarding issue. Evidence from the 2012 report by the Government's adviser on primary schools states that there is a clear link between poor attendance at school and lower academic achievement. The report also identifies good practice in relation to prevention of absence, and Marco Polo will adopt the recommended practices. We know that without the opportunity to receive good teaching, every day, from the start of their school career, our most deprived pupils are unlikely to narrow the gap with their peers. We shall be on the look-out for poor patterns of attendance from Nursery onwards, and address them as soon as they become concerns. We believe that good attendance is a habit, and one which we need to nurture from Nursery, although attendance is not statutory.

Pupil absence will be followed up rigorously after registration every morning, if no explanation has been provided by parents. When a pupil returns to school, they will be welcomed and every effort made to ensure that learning is caught up through one-to-one support.

The school will keep an accurate and up to date record of attendance. If repeated short term absence is recorded, the school will contact parents to discuss reasons and how the school and family can work together to ensure improved attendance. Work will be provided as appropriate when a pupil has to be off school for any medical therapy or intervention. Extended absence within the school term for holidays is unacceptable, and could result in a child being removed from the school roll.

In Slough and Hounslow, where much work has been done to improve attendance, rewards for whole classes for 100% attendance as well as for individuals has proved effective, as children encourage each other to attend in order to win the class reward – sometimes this is an additional play time, a favourite story or sometimes a treat such as a snack at playtime. Parents will be supported to get their children to school with a range of measures including walking buses, home visits or even school staff picking children up when parents are in real difficulties. But, if parents do not co-operate, we shall not shirk our responsibility to involve social services, the police and, if necessary, the courts.

Safeguarding

The safety and well-being of our pupils is our priority. **The Headteacher will be the named adult with responsibility for child protection.** We recognise that we have a statutory duty to:

- Provide a safe learning environment for all children and young people
- Identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate.
- It is the policy of the school to follow all Child Protection procedures and guidance as set out in the Safeguarding Children in Education documentation (DFES September 2004). We shall work in partnership with other agencies in Barnet that support children and their families in protecting children from harm, including the Local Safeguarding Children's Board.
- Safeguarding policies apply to all staff, governors and volunteers working in the school.

In addition:

- The single central record will be kept and updated regularly to meet statutory requirements. It will be monitored by the designated Governor responsible for safe-guarding
- On-line as well as locally provided training will be accessed re safeguarding and safer recruitment. Safeguarding training will be compulsory for all staff.
- Clear guidance from professionals will enable the school to differentiate between children 'in need' and children 'in need of protection' and this will be reflected in the referral process.
- Curriculum input through the PSHE curriculum will teach age-appropriate awareness about safety, especially in relation to the internet. Parents too will be offered guidance regarding internet safety.

The class teacher will take prime responsibility for every one of their pupils, but further advice and help will be readily available from senior staff, the SENCO, and professionals working in the school. We recognise that because of the day to day contact with the children and their families, the class teacher and learning support assistant have a crucial role in being alert to any outward signs of abuse, changes in behaviour or failure to thrive, and have a duty to report any concerns, disclosures or allegations to the designated person, the Headteacher.

Bullying

Bullying is a particular concern for parents and pupils, and the following policy will be implemented:

Draft Anti-bullying policy

This policy outlines our policy on bullying. It will be shared by the governors with pupils, staff, and parents/carers. Our school will:

- Discusses, monitor and review our anti-bullying policy on a regular basis.
- Work with the pupils in developing the anti-bullying policy
- Support staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.

Definition of bullying

- Bullying is 'Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally'.
- This policy also covers bullying which takes place off the school site, including cyber bullying
- Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Forms of bullying covered by this Policy include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.
- Bullying due to academic and non-academic ability

Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff and volunteers, to identify bullying and follow school policy and procedures on bullying.

Involvement of pupils / pupils

We will:

- Regularly canvas children's views on the extent and nature of bullying.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of sanctions, which may be applied against those participating in bullying.
- Involve pupils in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.

Liaison with parents

We will:

- Ensure that parents know whom to contact if they are worried about bullying.
- Ensure parents are informed if their child has been involved in bullying and work with them to resolve the issue.
- Ensure parents know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

Monitoring & review

- We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review.
- School Governors will take a lead role in monitoring and reviewing this policy.
- The School Council will take a role in monitoring and reviewing this policy

Pupil Well-being

All pupils at The Marco Polo will have weekly Personal, Social, Health and Economic (PSHE) awareness lessons. These will provide pupils with the opportunity to develop their personal skills so that they are equipped to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils will recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours, leading to positive contributions to their families, their school and community. We want our pupils to recognise, develop and communicate their qualities and skills and build their self-knowledge, confidence and self-esteem so that they make the most of their abilities.

The schools will encourage healthy lifestyles through adoption of the 'Healthy Schools' model, using the published 'tool kit' of activities and opportunities. We shall follow the exemplar practice or other primary schools in terms of involvement of parents and Governors in the healthy living agenda.

The Governors will robustly hold the Principal to account for all aspects of pupil behaviour, attendance and well-being. This will be achieved through Governor visits, monitoring of data on behaviour and attendance and observation of pupil involvement in activities related to healthy lifestyles.

Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

Our parental support survey was launched in July 2012 and has received 365 responses, with more still coming in as this is a continuous activity. In addition we have been active in the local community and gathered anecdotal evidence from a wide range of local parents.

Admissions Policy

- Our parental survey was designed to support our admissions policy which is explained in D6.
- The Marco Polo Academy proposes a planned admission number of 52 in Reception for September 2014, and 52 pupils admitted to Reception in the following years.
- Whilst remaining cognisant of the local Barnet admissions priorities, the school will act as its own admissions authority and will ensure the implementation of a fair and straightforward admissions system that will promote equity and fair access.
- Preference for admission will be given to applicants who live within a one mile radius of the school.

Key Facts for the Demand Table

- 57 parents of children who will be turning four in the 2014/2015 academic year have indicated their desire to fill the reception year group for September 2014, more responses to our survey are incoming meaning we are already oversubscribed for 2014.
- 38 parents with children who are turning four in 2015/2016 academic year have indicated their desire to fill the reception classes in September 2015.
- 95% of parents surveyed supported the ethos of The Marco Polo Academy.
- 59% of parents stated The Marco Polo Academy would be their first choice school for their children.
- Also our online mailing list now has over 365 contacts, indicating broad support for our school's ethos.

Parental Survey Questions

Below are the exact questions asked in our parental survey:

- Would you support the ethos and objectives of our proposed bilingual bicultural primary Free School?
- Would you select The Marco Polo Academy as first choice for your child(ren)?
- How many children do you have? (Please tick)
- What is your child's date of birth? (Please write)
- What is your postcode?
- Additional comments:(Please tell us your views or your queries on the proposed school)

The Parental Survey template is provided in Annex E1

Summary of Responses from Parental Survey

Overall we are very encouraged by the reaction of parents from the many discussions we have held over the last few years. This general positive anecdotal evidence is backed up by the results of the Parental Survey, which are very positive and enthusiastic. The vast majority of parents strongly identify with the vision and ethos of the school (95% support it) and recognise the potential benefit to their children from attending The Marco Polo Academy.

We asked parents if the Marco Polo Academy would be their first choice school if the school opened			
Date of Birth / Age (in 2014)	Joining in 2014/15	Joining in 2015/16	Postcode
3		Yes	NW4
4	Yes		HA8
3		Yes	NW9
3		Yes	NW4
4	Yes		NW9
3		Yes	NW4
4	Yes		NW4
4	Yes		HA8
3		Yes	HA8
4	Yes		HA8
3		Yes	HA8
3		Yes	HA8
4	Yes		HA8
3		Yes	HA8
3		Yes	HA8
4	Yes		HA8
4	Yes		NW9

4	Yes		HA8
3		Yes	HA8
3		Yes	HA8
4	Yes		HA8
4	Yes		HA8
3		Yes	HA8
4	Yes		HA8
4	Yes		HA8
3		Yes	HA8
4	Yes		HA8
4	Yes		HA8
4	Yes		HA8
4	Yes		HA8
4	Yes		HA7
4	Yes		HA8
4	Yes		HA8
4	Yes		HA8
4	Yes		HA8
3		Yes	HA8
4	Yes		HA8
3		Yes	HA8
3		Yes	HA8
4	Yes		NW9
4	Yes		NW9
3		Yes	NW4
4	Yes		NW9
4	Yes		HA8
3		Yes	HA8
4	Yes		NW9
4	Yes		HA8
3		Yes	NW9
4	Yes		HA8
4	Yes		NW4
4	Yes		NW4
4	Yes		NW4
3		Yes	HA1
3		Yes	NW9
4	Yes		EN5
4	Yes		NW9
4	Yes		HA8
3		Yes	NW9
4	Yes		NW9
4	Yes		NW4
3		Yes	NW4
4	Yes		NW4
3		Yes	NW4
3		Yes	NW9
4	Yes		NW9

4	Yes		NW9	
3		Yes	NW9	
4	Yes		NW9	
4	Yes		NW9	
3		Yes	NW9	
4	Yes		NW9	
4	Yes		NW7	
4	Yes		NW9	
4	Yes		NW9	
4	Yes		N3	
3		Yes	NW9	
3		Yes	NW2	
3		Yes	NW2	
4	Yes		HA8	
3		Yes	NW2	
3		Yes	NW2	
4	Yes		HA8	
4	Yes		NW9	
3		Yes	NW9	
4	Yes		NW2	
3		Yes	NW9	
3		Yes	N6	
4	Yes		NW4	
4	Yes		HA8	
3		Yes	HA8	
3		Yes	HA8	
3		Yes	HA8	
4	Yes		NW9	
4	Yes		NW9	
4	Yes		NW9	
Total	57	38		

The above table clearly shows that we have more than enough interest to fill school for the first year and sustain it in subsequent years.

The survey also produced some very supportive messages. Firstly, 59% of the parents we spoke to said they would like to make our school their first choice. (Please note that we have only included a fraction of responses in the above table because either the child's location or age was not suitable.) If this percentage success rate is maintained then we should have no difficulty attracting pupils in subsequent years.

Secondly, 95% said they would support the ethos and objectives of our proposed bilingual bicultural primary Free School, showing an appreciation of the importance of Mandarin as a modern global language and a desire for their children to learn it.

Overall we believe the survey shows that there is a strong demand for our school within the Borough. In the next phase of our on-going marketing activity we will survey parents within a closer radius of our preferred school location and with children in the age range of our intended first operational year.

Commentary on Demand Data

- The survey data was captured at local nurseries, parent & toddler groups, schools, libraries, children centres, local leisure centres, ethnic community centres, churches, Chinese take away shops, the Grahame Park local housing estate in Colindale, parks and through our website.
- This area of Barnet has quite a high ethnic population and we found that support was uniformly strong across all ethnic groups, e.g. Nigerian, Somali, Iraqi, Asian and of course Chinese. They generally understood our vision, realised it was very distinctive and the potential value to their children's education. Many were very enthusiastic and indicated a strong desire to sign up their children as soon as possible.
- Bilingual immersion education was seen as a very positive feature and the logic of having Mandarin as the other language was clear to all.
- Many parents believed a small school would be better able to offer a safe and secure environment for their children.
- Survey visits tended to take a long time because parents were very interested in The Marco Polo Academy vision and had lots of questions.
- Whilst we do not intend to move any children from their existing nurseries, many parents indicated a strong desire to sign up their children for extra-curricular activities and extended hours provision.
- The idea of providing adult Mandarin lessons for the parents was very popular among the parents surveyed, who said they would readily take advantage of the opportunity.

Quotations from Supporters

- "I think this is a great idea and will be a brilliant environment for the children to develop their Mandarin."
- "Very interesting and I hope to see these plans come into action."
- "I would be happy to give my child the opportunity to try it."
- "Having such a school, I can see my child's future is bright."
- "I think this is a good idea as it offers other language opportunities from a young age."
- "It would be good for us to have choice as parents. Great work!"
- "A fantastic opportunity for our kids to be multilingual and to diversify in Chinese culture. I would definitely considering sending my

daughter there once the doors open.”

- “My son currently studies Mandarin and I quite like the idea.”
- “Can't wait for the school opening.”
- “A new bilingual school is a good idea as it will provide an opportunity to learn Chinese as a core part of the educational model.”
- “We are looking forward to hearing more about the new Chinese school being built in our area in the future.”
- “We are very interested in the after school activities for languages and homework, the small classes and the proposed 2014. Please call if you need any support and we would like a place in September.”

E2: Demonstrate how you intend to reach out to the wider community including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

Our Offering to the Local Community

- A bilingual school would be able to offer something different from the current school provision in the Borough, offering an opportunity to parents and pupils to try something new and exciting.
- Its educational policy will be aligned to the wider world context and prepare children for global citizenship.
- Pupils will learn Mandarin, giving them a key early future advantage over their peers in participating in a future global economy likely to be dominated by China. This is very attractive to parents, who want to help their children best prepare for the future.
- The Marco Polo Academy will provide an innovative pedagogy and curriculum not currently available in the UK, helping to raise the prospects for pupils in the area through a rigorous programme of bilingual education aimed at developing the cognitive advantages of bilingualism.
- The school is small and will therefore be more conducive to supporting children and meeting their individual needs. We aim to create an educational family integrated into our community, where all the pupils and parents are well known to the staff.

Engaging with the Local Community

The Marco Polo Academy intends to offer a model of culturally inclusive education with the fostering of bilingual/ plurilingualism at the heart of the school's educational ethos.

As such the school intends to open its Extended Hours provision to the wider community, to allow both adults and children from the surrounding area to take advantage of Mandarin classes, martial arts and Chinese art classes. These will be charged at minimal cost to cover the costs of provision and ensure equal access.

The Marco Polo Academy would like to work in partnership with local minority ethnic groups to host supplementary classes, to enable the school to integrate and enrich the local community.

The school also intends to become an Asset Languages assessment centre, so that other schools in the borough can use our facilities to enter their pupils for Asset Languages accreditation. The range of languages offered will depend on how many supplementary school partnerships we have.

Our Marketing Strategy: A Continuous Long Term Exercise

Our team has worked out a robust Marketing Plan which includes detailed objectives, tasks and timeline to follow; division of tasks among the steering group with a leader in charge, and regularly review of progress within team meetings. The list of tasks already completed includes:

- Organising a series of public meetings to explain our vision which include Mandarin taster and Singapore maths method lessons, which both received very positive feedback.
- Liaising with local minority ethnic organisations to share our plans and to talk to parents, in an effort to maintain links with harder to reach groups.
- Liaising with local nursery schools and finding opportunities to talk to parents through them, e.g. to meet the parents on their opening days.
- Liaising with local schools and children centres to discuss ways to work together to mutual benefit, e.g. running cultural events and workshops.
- Making use of local media to help publicise the school, including being interviewed about the proposal on television.
- Promoting the school through London Olympic cultural festival.
- Ensuring the parents, specialists and investors who are interested in our school are kept updated on progress.
- Ensuring the local council is kept updated on the progress of our application.
- Home visiting through friends and family to discuss potential issues and concerns.
- Canvassing from door to door.
- Holding a Round Table Meeting with a group of interested local

residents, parents and educationalists.

- Spending considerable time to reach out to deprived and disadvantaged families on the large local estate near Burnt Oak.
- Handling out leaflets in the local libraries, take away shops and supermarkets.
- Visiting local churches.
- Attending community cultural events in local libraries.
- Canvassing the views of the local office of the single parents' charity Gingerbread.
- We now have a school website and email address that we are using to maintain contact with our growing contact list and will shortly be launching a school Facebook page. Over the next few months we will be seeking to develop these channels to establish an active conversation with our local community.

All our Marketing and Community Engagement activities are on-going and will continue past this Application Form's submission date.

Attracting Pupils of Different Backgrounds and Abilities

In our public meetings the parents who attended represented diverse ethnic backgrounds. One family of Caribbean background was so excited at the prospect of a bilingual English/Mandarin school that the mother wanted to enrol her two year old daughter immediately and also herself in the adult classes for Mandarin – to keep up with her daughter. This is exactly the kind of endorsement we are looking for, attracting families from a variety of backgrounds with a desire to experience a new language and culture together. This family also acts as a link to other parents, in this particular case they asked for contact details to pass on to their friends and relatives. We are confident that as publicity widens, we will have the support and the numbers required.

Our marketing team also conducted an extensive two-week survey of parents in the Grahame Park housing estate in Colindale, in order to reach out to the most deprived and hard to reach families. It is the largest housing estate in Barnet with over 1,700 families, isolated from outside areas. We were welcomed by these parents who voiced their concern about the lack of school spaces and desire for more quality schools in the area. We believe reaching out and giving places to the children on these estates will enable us to make a real difference in their lives, the lives of their families, and the surrounding community.

Working with the Community

- By offering opportunities to learn Mandarin Chinese the school can help to improve the job prospects of local individuals.
- The school will increase the number of school places available in the

Borough and ease the significant shortage of primary school places, especially Reception and Year 1 classes, as stated in the government document of Annex C1.

- By hosting supplementary classes, the school will help to promote community cohesion and an inclusive society, contributing to Barnet as a well-integrated borough.
- Furthermore the provision and facilitation of cultural events and workshops in local schools and nurseries will help foster an exciting and inclusive multi-cultural local community.
- We aim to make our school available as a local resource and serve as a learning and training centre for local schools and the surrounding community.
- Overall, the school aims to be a model of excellence in education, helping to change practice and develop new approaches to meet the challenges of the 21st century, exemplifying what is meant by 'world class'.

Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

Overview

In this section we set out the skills and expertise that exists within our group and the additional expertise we will add through partnering with others, in order to successfully open and run The Marco Polo Academy.

As stated in Section A, we have decided to pursue the School Provider model. We therefore also set out below and throughout this section the capacity and capability that we will seek from a provider partner. We have referred to the specific skills and expertise of Pearson Education who have supported us with this application, and who would be interested in a long-term partnership. Both Pearson Education and our group are fully aware that the eventual evaluation and appointment of a School Provider partner will be subject to an open procurement process in line with EU regulations.

The Marco Polo Academy Steering Group

The table below provides a summary of the core strengths of each person in The Marco Polo Academy steering group and the time that they will be committing to the opening and running of the school.

	MPA Steering Group				
	T	T	T	T	T
Time commitment					
<i>Pre-opening</i>
<i>Operational phase</i>
Skills					
<i>Curriculum planning</i>		✓✓✓		✓✓✓	✓✓✓
<i>School leadership</i>		✓✓✓		✓✓	✓
<i>School finance</i>		✓✓✓	✓✓	✓	
<i>School governance</i>		✓✓✓		✓	

<i>Recruitment/HR</i>		✓✓✓	✓	✓	
<i>Project management</i>	✓✓✓	✓✓	✓	✓	✓
<i>Procurement</i>		✓✓			
<i>Media/communications</i>		✓			
<i>Marketing</i>		✓			
<i>Legal</i>		✓✓			

	Pearson Project Team		
	████████	████████	████████
Time commitment			
<i>Pre-opening</i>
<i>Operational phase</i>
Skills			
<i>Curriculum planning</i>		✓✓✓	
<i>School leadership</i>		✓✓✓	
<i>School finance</i>	✓✓✓	✓✓	
<i>School governance</i>		✓✓✓	
<i>Recruitment/HR</i>	✓	✓	
<i>Project management</i>	✓✓✓	✓✓	✓✓✓
<i>Procurement</i>	✓✓✓	✓✓	✓
<i>Media/communications</i>	✓✓✓		✓✓✓
<i>Marketing</i>	✓✓✓		✓✓✓

Legal	✓	✓	✓
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Key:			
Time commitment:		Skills:	
Extensive > 4 hrs a week	•••	Direct relevant experience	✓✓✓
Moderate < 4 hrs a week	••	Strong relevant experience	✓✓
Limited/oversight capacity	•	General background/experien ce	✓

The Marco Polo Academy Free School Group

The table below is a list of our Free School group members: with brief information on their background and expertise; and their role and responsibilities in our Free School group.

	Name	Profession	Role in Group
1	██████████	██████████	Oversight & Project Manager
2	██████████	██████████	Oversight, Editor
3	██████████	██████████	Legal Consultant
4	██████████	██████████	Education
5	██████████	██████████	Finance
6	██████████	██████████	Education
7	██████████	██████████	Education
8	██████████	██████████	Marketing
9	██████████	██████████	Education, Marketing
10	██████████	██████████	Editor
11	██████████	██████████	Administrator, Marketing
12	██████████	██████████	Web design

Overview of Pearson and its School Improvement business

Pearson is the world's leading learning company helping people of all ages to make progress in their lives through all kinds of learning. In 2011 Pearson generated revenues of ██████████ and employed more than 41,000 people in more than 70 countries.

Pearson's education business builds on 150 years of experience in publishing, through respected brands like Penguin and Financial Times, adding the latest learning technology and online support. From pre-school to university, early learning to professional certification, Pearson curriculum materials, multimedia learning tools and testing programmes help to educate millions of people worldwide - more than any other private enterprise.

Here are just a few examples of Pearson's impact internationally:

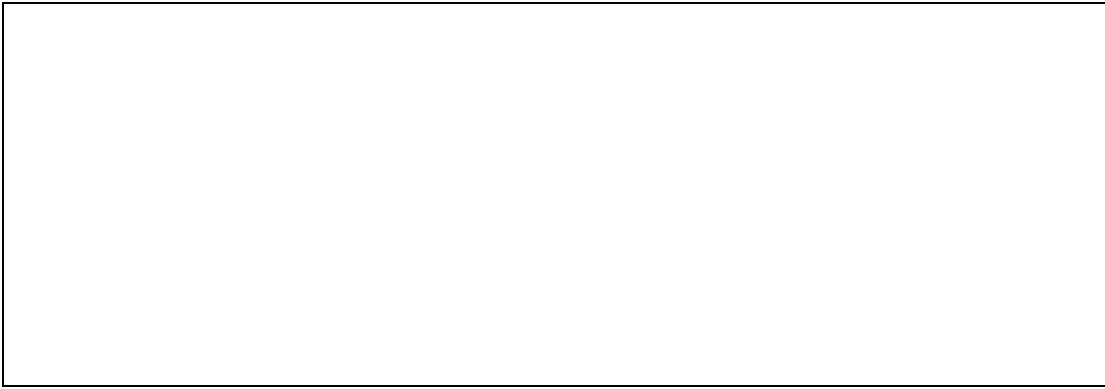
- In Brazil Pearson is the leader in primary and secondary education with its 'Sistemas' operation - 95% of schools using Pearson Sistema perform above the national average and, overall, outperform other learning institutions by 25%.
- Pearson provides language training through 450 schools in 27 countries – over fifty schools in China alone – and has provided English language teaching to over two million people.
- In North America, Pearson is the leading provider of curriculum, assessment and online resources. Its virtual school offering, Connections, is now available in more than twenty states and is raising standards for hundreds of thousands of students seeking to learn through technology based approaches.
- Here in the UK, Pearson is home to some of the UK's favourite primary and secondary educational resources, including the highly acclaimed Bug Club, Abacus Evolve, Literacy Evolve, BBC Active, ActiveLearn and ActiveTeach. Through its exam board, Edexcel, Pearson is at the heart of qualifications and assessment and is helping to shape the future of standards and qualifications.

Pearson School Improvement is part of Pearson's UK education operation, responsible for partnering with schools on a wide range of improvement and transformation initiatives aimed at raising standards and outcomes in schools. Pearson's aim is to improve outcomes by making learning more engaging, exciting and relevant and to work with schools to help students develop the skills, knowledge and competencies that will lead to success in life.

Pearson's approach is based on three key components:

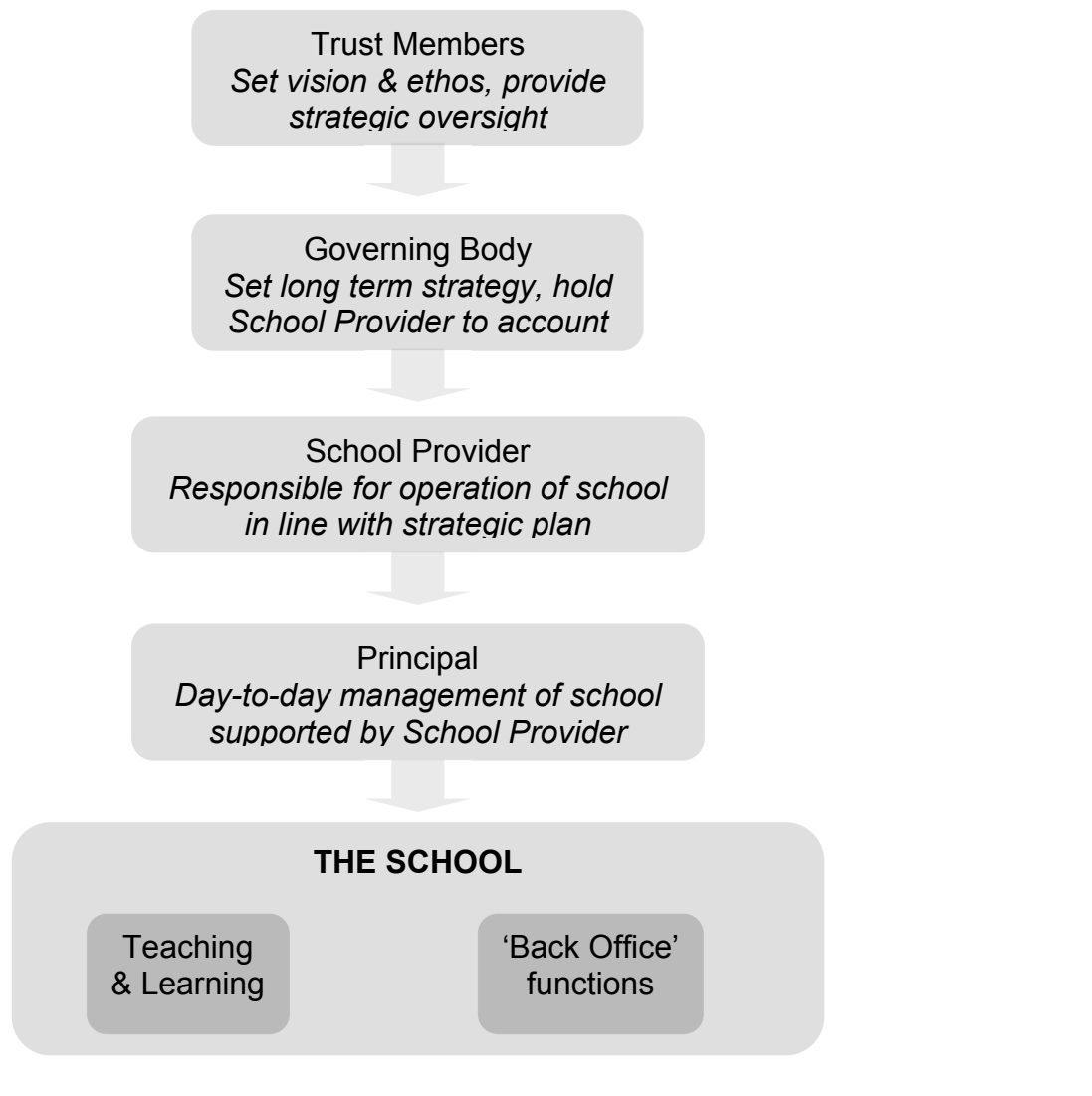
- **The Cornerstones for Learning**
- **The Always Learning Gateway**
- **Evidence-based Professional Development**

Pearson School Improvement combine's some or all of these components with its project management and school operation capabilities to fully support Free Schools through both set up and full operation.



F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.

The diagram below seeks to summarise the governance structure for the school: the key parties contributing to the overall governance of the school and the relationships between them.



Trust Members

The Academy Trust sets the vision and ethos for the school and will also act as the employing body for teaching staff.

Below are short biographies of the three Trust Members:

1. [REDACTED]
[REDACTED]

2. [REDACTED]
[REDACTED]

3. [REDACTED]
[REDACTED]

The Trust Members can appoint up to 10 governors to the school's Governing Body as well as additional staff governors. In order to minimise any potential conflicts of interest the majority of the Governing Body – at least 60% - will comprise individuals who are not Trust Members.

Any potential conflict of interest arising from involvement of Trust Members in any decision over awarding a contract for the Free School in which they or their relatives, friends or business associates will benefit directly, will be avoided by:

- A general declaration of interests on appointment to the Trust
- Preceding any decisions on contract awards by specific declarations of interest
- Ensuring that there is clear provision for decisions on contract awards by sub-groups of the governing body that exclude Trust Members as required

Governing Body

- The Academy Trust appoints a Governing Body whose responsibility is to secure the vision and set the long term strategic directions and targets of the academy.
- The number, type and appointment of governors is detailed in the Academy's Articles of Association [Articles 45 to 68A]. When the school is operational, it is planned to have a minimum of 4 Member appointed governors, the Principal, 2 staff governors (elected by staff), 2 parent governors (elected by parents) and an LA appointed governor. The 4 Member appointed governors should be filled by individuals with expertise in education, technology, finance and law.
- The Governing Body will form a number of sub-committees to provide oversight on the running of the school in areas such as: finance, teaching & learning, personnel, buildings, health & safety and policies & compliance. The Governing Body will determine the membership of the sub-committees and, apart from the Pay Review Committee, each will include the Principal.
- To manage conflicts of interest, any governor who has any direct or indirect duty or personal interest which conflicts or may conflict with duties as a governor shall disclose that fact to the governors as soon as it occurs. A governor must absent themselves from any discussions of the governors in which it is possible that a conflict will arise between his duty to act solely in the interests of the Academy Trust and any other duty or personal interest.
- In awarding the School Provider contract, and any subcontract let by the provider for which Governing Body approval is required, decisions can be made by a subgroup in line with the statutes on quorum

requirements.

The School Provider

- The Academy Trust appoints a School Provider who will be responsible for the operation of the school, managed on a day-to-day basis by the Principal.
- The School Provider, in conjunction with the Principal, will draw up an operational plan to deliver on the Governing Body's aims and objectives for the strategic direction of the school. This plan will be need to be discussed with and authorised by the Governing Body.
- The School Provider will operate under a long-term service agreement (most likely 5 years) which will include clear policies, guidelines and Key Performance Indicators (KPIs) that ensure the school operates in line with the Trust's vision.
- The Academy Trust will hold the School Provider to account through close monitoring (by the Governing Body) of the KPIs. Underperformance against these metrics may result in "notices to improve" which will require the School Provider to put in place a plan, agreed with the Governing Body, to address any concerns. Continual under-performance against agreed KPIs could result in contract termination.
- The KPIs will need to be realistic and measurable, should address the key Ofsted areas as well as wider operational measures, and above all else must be closely aligned with the stated vision of the school. While the final KPIs will be set by the Governing Body, they will be collaboratively developed with the School Provider. Categories of possible KPIs include:
 - Student achievement and progress
 - Student behaviour (e.g. number and frequency of internal and external exclusions)
 - Leadership & management (e.g. Ofsted judgement, monitoring of implementation of school policy, parent and student satisfaction ratings)
 - Teaching & learning (e.g. Ofsted ratings of teacher effectiveness,, level of student participation in enrichment activities)
 - Health & safety (e.g. reported accidents, number of emergency drills performed)
- The School Provider will participate in Governing Body meetings through its appointed representative and, as agreed in line with specific requirements, by other School Provider staff.
- During these meetings the School Provider (through its representatives) will report on KPIs and bring contract award or other key decisions to the Governing Body for approval.

- Outside of the Governing Body meetings the School Provider will appoint a Programme Manager to provide regular updates and a point of contact for the Academy Trust.

The Principal

- The School Provider appoints a Principal who will be responsible for the day-to-day operations of the school under the guidance of the School Provider. The School Provider will work with the Governing Body to identify a suitable candidate and agreement between the two parties is required before the Principal is appointed.
- Although it's likely that the Principal will legally be employed by the Academy Trust (in order for the Principal to maintain access to the Teachers' Pension Scheme) the appointment and performance management of the Principal will be delegated to the School Provider, as would responsibility for recruitment and retention of all school employees. With the exception of being a party to the employment contract, the School Provider will in effect be the employer of the Principal
- To ensure that both the Principal and staff have due recourse to resolve any issues with the Provider, specific members of the Governing Body will be appointed as contacts in accordance with a school "whistleblowing policy".

F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

Our group has four members who work in education professionally to a high level and with many years of experience. We consider there is strong expertise within the group to provide oversight for the design and delivery of group's education vision and strategy.

Below are short biographies of the education group members and Pearson's education lead:

1. [REDACTED]
[REDACTED]

2. [REDACTED]
[REDACTED]

3. [REDACTED]
[REDACTED]

4. [REDACTED]
[REDACTED]

5. [REDACTED]
[REDACTED]

[REDACTED]

6. [REDACTED]

[REDACTED]

7. [REDACTED]

[REDACTED]

8. [REDACTED]

[REDACTED]

9. [REDACTED]

[REDACTED]

During the operational phase, the School Provider will provide the detailed educational expertise. Once our application has been approved by the Department for Education we will run a thorough procurement process to identify a suitable partner. The key qualities we will be looking for include: a proven track record in school operations; educational expertise in Mandarin/English bilingual immersion; innovation in the use of technology and media to deliver and monitor learning; access to global network of education expertise and professionals.

Pearson is a possible School Provider partner. Please see the Overview section above for information on Pearson's School Improvement business service.

Pearson is ideally placed to support The Marco Polo Academy, not only because of its world leading educational expertise but also because of its Chinese relationships and commitment.

This commitment began over forty years ago with a partnership in the 1960s that has continued to grow and strengthen into the 21st century. With offices in cities including Beijing, Shanghai and Guangzhou, Pearson has an unprecedented broad and in-depth presence in China.

Pearson's businesses in China include Education Publishing and Solutions, Edexcel, New York Institute of Finance, Pearson Test of English, Longman Schools, Global Education, and Wall Street English. Pearson teaches the English language through its Wall Street English group of 51 language schools in China (part of a global network of 450 schools).

Edexcel, a Pearson subsidiary specialising in school examinations, has been operating in China for 13 years. Through more than a decade of developing, promoting and adapting qualifications, Pearson has established partnerships with over 80 Chinese schools, colleges, universities and training centres all over China.

Outside of China, Pearson also publishes textbooks, examinations and other curriculum materials that help 1,000s of students to learn Mandarin.

F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

One member of the group, [REDACTED].

In addition another member of the group, [REDACTED]. Therefore there is strong financial expertise within the group to ensure robust systems of financial controls are designed and implemented. Once the school is operational, the group will also provide management oversight of the school's budget and financial control systems and processes.

Financial expertise will be provided by the School Provider and the appointment of a School Business Manager, to ensure effective management of the school budget on a day to day basis.

Below is the biography of [REDACTED]:

[REDACTED]
[REDACTED]

F4: Show how you will access other relevant expertise to manage the opening and operation of your school.

We will contract with a School Provider partner who will take responsibility for opening and running the school. Summarised below are the types of services that Pearson, as one such potential partner, would offer at the 'pre-opening' and 'operational' phases.

Pre-opening phase

Pearson will offer a comprehensive programme and project management services to deliver organisation of and support for the following:

- Managing recruitment of the Principal
- Marketing of the school
- Attending and supporting pre-opening events

- Management of communications with Local Authority figures and other key stakeholders
- Support with admissions procedures
- Securing premises
- Developing the curriculum
- Process, procedure and project management to get the school operational
- Opportunities to network with other schools nationally and internationally
- Access to the benefits of our extensive global organisation

Pre-opening phase

If selected as the School Provider partner Pearson will support the full operation of the school in the following ways:

- Meeting statutory and regulatory requirements
- Recruitment of all staff
- Managing staff professional development, coaching and mentoring and induction arrangements
- Subject specific advisory support
- Educational psychology services
- Data management services
- Curriculum policy and planning
- Monitoring and evaluation
- School strategic planning
- Performance review and development
- Managing poor performance
- Quality assurance of all systems and processes
- External inspection
- Attendance at Governing Body meetings
- Regular monitoring and support for the Principal
- School communications and marketing

Pearson's head office management team will provide the school with support in:

- Finance
- Human resources

- Marketing
- Property
- Facilities
- Training and research
- Standards and quality assurance

Below is the biography of [REDACTED]:

[REDACTED]
[REDACTED]

F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.

The Principal

- The principal will be recruited by the School Provider, but the Governing Body will be closely involved in the process and their authorisation will be required before any appointment is made. The School Provider will prepare and agree the job specification with Governing Body. The School Provider will shortlist their recommended candidates for final interview by a panel of the Governing Body. Please see Section D3 for details of the role and required personal attributes for the principal.
- We will advertise the position widely through specialist recruitment agents such as TES and Guardian Education; through Mandarin education or language networks such as the Chinese Teachers' Network (around 580 members) and the Bilingual Immersion Education Network (BIEN); through the School Provider's network and also through the network of contacts of the free school group.
- We plan to advertise for the principal designate in July / Aug 2013, make the appointment in Sept / Oct 2013 to start work in Jan 2014.

Other staff

- The principal, alongside the School Provider, will be responsible for the recruitment of all teaching and non-teaching staff.
- Education members of the group will be able to support the recruitment process if required.
- All staff are expected to be highly motivated and committed to work as a team to achieve the school vision and ethos.

Governors

- The composition of Governing Body will provide the oversight required to enable the school to achieve its vision and reflect the needs of the school, parents and local community.
- It is planned that Member appointed governors should be filled by highly experienced individuals with expertise in education, Chinese culture, technology, finance and law in order to have sufficient breadth and competence to provide guidance and challenge to the School Provider and School leadership team.
- Once the school is approved, vacancies in Member appointed governor positions will be advertised and filled as appropriate.
- After the school is operational, the positions for staff governors and parent governors will be advertised and elections will be held to fill these positions.

Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

G1: Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about income and expenditure.

Please see the first financial plan provided in Annex G1. It contains details of the estimates, assumptions and reference sources for the estimates.

██████████

██████████

G2: Show how the school will be viable by operating within the expected levels of funding available both during the post-opening

period and when there are pupils in each year.

██████████

██████████

Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

Background for choosing to open the proposed school in Barnet

The shortage of school places in London, in particular Barnet, has been well publicised and discussed. As the first members in our Free School group were Barnet parents, we looked to open our proposed free school in Barnet.

We contacted Barnet Council's Children's Service (██████████) and they were able to provide us with information on where the greatest predicted primary school place shortages would be over the next 5 years. According to GLA projections which take into account births, migration and regeneration, the greatest pressure on primary school places is concentrated in the west of the Borough. Therefore we looked for suitable sites for the school in these areas.

Possible site options

We have identified a potential site for the proposed school at ██████████. This site is situated in a great location, ██████████ which has an extensive programme of teacher training courses.

Property details:

- The premises is a ██████████.
- It is currently vacant and being marketed for disposal (freehold or long leasehold) by ██████████
- The property has D1 use.
- The property has an internal floor area of 450 square metres, in a site of 0.88 acres. The external area consists of car parking and lawn areas.

The location addresses community needs:

The location is an area which has a high shortage of primary school places in Barnet, according to GLA data

Suitability of the premises and value for money:

- We felt that a school situated in such a broader environment of learning, academic excellence and historical significance should have a positive effect to promote a love of learning and high achievement for our pupils.
- However, following the inspection visit to the property with our architects, we are aware the premises pose a significant challenge to bring it into practical use as a school. The age of the property and its ██████████ would add considerably to the capital costs of bringing the property into use and its future maintenance costs.

- Hence the site would be unlikely to offer the best value for money.
- Therefore, our Free School group will continue to look for potential suitable sites which may offer better value for money, for our proposed school.

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