Avanti schools exist to help each person become a well-rounded human being through intellectual, personal and spiritual growth, and so make the world a better place. PRE is a core curriculum strand that supports the achievement of this aim.

Effective assessment that informs planning and differentiation so that every student is challenged and motivated to enquire further; Half-termly summative assessments to monitor and track progress; High-impact marking with student responses every fortnight (at secondary level).

The principles above should be developed across the PRE curriculum so that complex questioning, confident debate and discussion, and focused acquisition of knowledge stretches all. Learners who are identified as gifted should be challenged by offering deep learning experiences that require more complex thinking (analysis, synthesis and evaluation) and planned independent study (e.g. research projects).

Lessons should be well planned, using the outcomes as a focus and ensuring progress within each year and across phases. Lesson planning should take full account of the ability of learners at different stages of lear6(t)-4(ak)4(g1 0 0 1 )-4(e)8(si-4(d)5()-3(ev75(e1)-3s2-3(acc)5(ou)-7(n)5(t)-4(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(acc)5(a

marking and feedback; self-assessment topic sheet (one for each scheme of work); knowledge tests; peer assessment; presentations and quality of performing art works: art, drama and music; which is in the spir

Assessment at KS4 and KS5 will be aligned to the required or recommended frameworks to be found in the national examination board specifications.

Assessments will be used both to inform planning of subsequent teaching and learning as well as to summarise the attainment and progress of learners at agreed, predetermined intervals, and reporting the same to parents and carers. The outcomes will also be used by teachers and se6und in 6