

Definition/Rationale:

'The Pygmalion effect: If you think your students are more able, you will be nicer to them, ask more questions, give them longer thinking time and have a higher bar for the work we accept.'

Rosenthal and Jacobson (1968)

- Having high expectations for all and ensuring that both staff and student strive to be the best that they can be.
- 'Teaching to the top' with appropriate support in place for those that may otherwise struggle to access the lesson.
- Challenging students through greater depth rather than a faster pace.

Related policy:

- Marking and feedback policy
- Literacy policy

Quality of Education indicators:

1d, 1e, 2d, 3b.

Underpinning Pedagogy: [1. Teaching to the top: Attitudes and strategies for delivering real challenge.](#)

[2. Thinking Hard Strategies](#) [3. Stretch and challenge in your classroom.](#) 4. Recommended reads: Boys don't try? Rethinking masculinity in schools by Mark Roberts and Matt Pinkett – [Click here for a sample chapter.](#) From able to remarkable by Robert Massey.

Ambition is:

- Engaging and inspiring students to want to learn more to the point that they are able to drive their own learning.
- Ensuring we have carefully planned and sequenced lessons that allow students to develop their skills and understanding to a greater depth than others.
- Challenging our own expectations of what students are capable of and what we are capable of as teachers.
- Taking risks!

Ambition is not:

- Just for HAT or high prior attainers, it applies to all students.
- Simply providing more work for students to complete because they finish quicker than everyone else.
- Just a one-off project.

What evidence of 'Ambition' might we see in a lesson or in student books?

- Teachers insisting that their high expectations are being met (behaviour, use of terminology, quality of work etc.)
- Planning indicates clear sequencing that facilitates a greater depth of understanding.
- Students that are able to discuss their learning with clarity and enthusiasm.
- Use of carefully considered open questions targeted to specific students.
- High level of subject knowledge.

How do we monitor this?

- Outcomes over time
- Learning Dives
- Work scrutiny
- Schemes of work
- Internal tracking data
- Student feedback/ student focus groups
- Subject Review weeks
- Subject Uptake/destinations

Suggested classroom activities:

- Posing open ended challenging questions and then insisting upon high level responses.
- Provide an independent learning task along with homework (e.g. guide students towards wider reading).
- Getting students to sort, rank, justify and link different concepts.
- Show/model to students what 'amazing' looks like.