



Greater Depth



Recognising Greater Depth at LMA: informed by ***Bloom's Taxonomy*** & ***Creative Habits***

It is recognised that it can be hard to identify a greater depth pupil in foundation subjects and that greater depth does not simply mean knowing more about a topic: greater depth in subject disciplines has several characteristics. Greater Depth pupils may show all or some of the following behaviours.

Independence

Pupils show initiative & ***understanding***. They can make links & apply secure knowledge without teacher scaffolds and are not fazed by a puzzle or a paradox: they are ***imaginative*** & look for different ways to find an answer. They demonstrate ***persistence***.



Confident Application

Pupils can ***apply*** their thinking to a range of different situations and disciplines to ***analyse***, make links and form comparisons. They use secure disciplinary knowledge to approach new material and ideas: they are ***inquisitive***.



Authority

Pupils can ***evaluate*** and critique others' work and show a strong understanding of the topic in order to do so. They confidently answer questions, ***justify*** answers & elaborate further.



Command & Connect

Pupils are ***disciplined*** and can organise and synthesise complex information and bring this into a coherent shape e.g. to prove a theory or to answer an enquiry question from all angles.



Revisiting

Pupils can make connections over time, for example making comparisons with previous study: they ***remember*** and recall deep substantive knowledge.



Explanation

Pupils can explain to others as an expert, either verbally or via presenting information in written form. They work ***collaboratively***. Oracy is developed and engaging.



At Langley Mill Academy we also recognise that pupils working at Greater Depth still have much to learn. We identify areas for improvement in learning behaviours and the '***Creative Habits***'.

Collaboration



Persistent



Disciplined

