

Ullesthorpe C of E Primary School Academically More Able Pupil Policy WC11

Signed by Governing Body:

Date reviewed by Governing Body: March 2017

Review date: Spring 2020 or earlier if required

Ullesthorpe CE Primary School ensures that we meet the needs of all our pupils. All children have the right to make progress and to quality first teaching, robust assessment systems and inclusion of greater challenges in lessons enables pupils to develop their aptitudes, abilities and talents.

Definition

We use 2 broad category headings to ensure the correct provision is offered. These are:

- Academically More Able
- Talented

At Ullesthorpe, pupils are classed as Academically More Able if they are mastering age related expectations in depth in one or more area of reading, writing and/or maths. We use the following data markers as a guide.

Year Group (end of)	Band
Foundation Stage	Exceeding (3) First 12 areas
Years 1 - 6	Mastered in depth

National Test Guidance	
Year 2	110+
Year 6	110+

Pupil progress will be monitored throughout their primary education. Pupils who are fully mastering age related expectations are offered opportunities to deepen knowledge and understanding. Strong partnership between parents and school is a key part of ensuring effective outcomes.

In some subjects - such as science, art, music, dance and sport - where pupils are mastering age related expectations in depth, identification may be supported by activity outside of the school day. This can be via independent agencies and providers, most often organised by parents, and is not always within the remit of the school's provision. Our school remains committed to providing Quality First Teaching, appropriate enrichment opportunities, stretch and challenge within lessons for these areas.

Identification

At Ullesthorpe we use the most effective strategy, or range of strategies, for identification in order to ensure all pupils are offered the correct provision to reach their full potential. These include:

- Teacher Assessment (summative and formative) and test data
- Qualitative information – the approach a pupil takes to a particular subject; higher level thinking; aptitude to a particular skill; abstract conceptualisation
- Recommendation from parents/carers, peers and outside agencies
- Information from the previous school or teacher

Provision

All staff know that it is their responsibility to provide for the academically more able pupils they teach and, in partnership with subject leaders, and the Academically More Able Leader, ensure effective provision is key.

Our provision encourages teachers to use differentiation effectively to deepen knowledge and understanding for our academically more able pupils.

The mastery curriculum has been designed to ensure learning opportunities for all. Academically more able pupils are provided with opportunities to extend depth and breadth. This includes:

- Use of prior assessment and future targets to inform pitch, pace, depth or breadth
- Effective use of differentiation
- High expectations
- Appropriate challenge supported by a learning environment and classroom ethos that embraces risk-taking, mistake making, endeavour and searching questions.
- Development of creative skills and 'habits of mind' e.g. behaviour for learning skills and growth mindset
- Guided sessions
- Skill mastery
- Pupils as full participants in their learning – AfL, peer marking, joint target setting, quality marking and feedback, designing learning opportunities
- Skilled professionals who employ the right teaching and learning strategies for the particular learning taking place

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Where underachievement has been identified it is, in the first instance, the responsibility of the class teacher to target alternative learning strategies to overturn this.

Caveat Individual/Personalised learning.

We use this approach with academically pupils who are vulnerable because they are working at a level much in advance of their peer group and who are socially and emotionally robust enough to cope with significant changes to their learning journey. *This approach is not used as routine* and involves the child, parents, appropriate outside agencies, colleagues from schools involved in the future education of the child – in fact all those affected by the decision.

In terms of provision the following strategies may be employed, as appropriate to the need of the child:

- Exceptional Education Passport (EEP)
- A move to another year group (supported by a longer term plan for the end of the key stage / transition to next schools) subject specific
- Specialist teaching from subject specific teachers or learning mentors
- Local school collaborative working (workshops)
- Involvement of outside agencies (this may also be necessary for particular high level talents which require a student to have a dual learning environment to allow them to practice and learn on an alternative timetable)

Transition

We recognise the importance of transition points for academically more able pupils both between classes but particularly between schools. As a partnership of schools we are committed to robust, meaningful transition practices which aim to minimise disruption and maximise learning for these pupils.

Academically More Able Leader's Role

Ensuring that this group of pupils are receiving effective provision, making appropriate progress and reaching their full potential is not the responsibility of one person in school. A range of people will be engaged in monitoring and evaluation activities which will inform the full picture to ensure that these pupils do not become vulnerable including our class teachers and core subject leaders (English, maths and science).

The role of our Academically More Able Leader (Headteacher) is, most importantly, to champion this group of pupils, and to bring together the collective intelligence to ensure that pupils are not underachieving, to identify when they are and what the reasons may be for this, and to offer support to the person, or people, best placed to overturn this.

In addition to focusing on pupils our Leader ensures that there are robust information systems in place. This will include an effective action plan, identification of Continuing Professional Development (CPD) needs, reporting arrangements to Governors and parents, resourcing implications and a focus on progress towards outstanding.