



Badgerbrook Primary School

Academically More Able Policy

Badgerbrook Primary School ensures that we meet the needs of all of our pupils. All children have the right to make at least good progress from prior attainment. We ensure Quality First Teaching, robust assessment systems and the inclusion of greater challenge in lessons to enable pupils to develop all of their aptitudes and abilities.

Definition

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

- Academically More Able
- Talented

At Badgerbrook Primary School pupils are classed as Academically More Able if they are working above age related expectations in one or more curriculum area, including reading, writing and maths. We use the following data markers as a guide:

Year Group (end of)	Step/Band
Foundation Stage	Exceeding (3) First 12 areas
Years 1 - 6	S+ or above

The progress of pupils will be monitored throughout their learning journey. Pupils who are working beyond age related expectations are offered enrichment opportunities to deepen knowledge and understanding. Strong partnerships between parents and school are a key part of ensuring effective outcomes.

In some subjects - such as art, music, dance and sport - where pupils are working above age related expectations, identification may be supported by activity outside of the school day. This may involve independent agencies and providers, most often organised by parents, and be outside of / in addition to 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 Badgerbrook Primary School 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 exam data.
- Qualitative information – the approach a student takes to a particular subject; higher level thinking; aptitude to a particular skill; abstract conceptualisation.
- Recommendation from parents/carers and outside agencies.
- Information from a 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 individual subject leaders and the Academically More Able Leader, ensure that purposeful challenge and enrichment is provided in their learning. Our provision encourages teachers to use differentiation effectively to deepen knowledge and understanding and broaden the application and manipulation of learning for our Academically More Able pupils.

The new Mastery Curriculum has been designed to ensure equality in learning opportunities for all in terms of the key objectives for each year group.

Academically More Able pupils are provided with enrichment opportunities to develop depth and breadth of understanding related to the relevant objectives.

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 which embraces risk-taking, mistake making, endeavour, resilience and searching questions.
- Development of creative skills and 'habits of mind' e.g. behaviour for learning skills and growth mindset.
- Guided / tailored sessions.
- Skill mastery.
- Pupils as full participants in their learning – AfL, peer marking, joint target setting, quality marking and feedback, designing learning opportunities, open-ended homework challenges.
- Skilled professionals who employ the right teaching and learning strategies for the particular learning taking place.

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.

Individual Learning

We use this approach with Academically More Able 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, where considered, involves the child, parents, appropriate outside agencies and colleagues from schools involved in the future education of the individual.

In terms of provision, the following strategies may be employed as appropriate to accommodate 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 school).
- Specialist teaching from subject specific teachers or learning mentors.
- Local school collaborative working (workshops).
- Involvement of outside agencies.

Transition

We recognise the importance of key transition points for Academically More Able pupils -both between classes and particularly between schools. As a partnership of schools we have developed robust, meaningful transition practices which aim to minimise disruption and maximise learning for these pupils.

Academically More Able Leaders 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 are engaged in monitoring & evaluation activities which aim to ensure that these pupils do not become vulnerable. (See below.)

The role of our Academically More Able Leader is, most importantly, to champion this group of pupils; to bring together collective intelligence to ensure that pupils are not underachieving; to assist in the identification of potential reasons for underachievement and to offer support to the person, or people, best placed to overturn this.

In addition to maintaining a focus on our 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 consistent improvement, development and progress in the area.

Monitoring and Evaluation

The monitoring and evaluation of the implementation of this policy and the provision for Academically More Able pupils in our school is a shared responsibility. The Academically More Able Leader, Senior Leadership Team and named link governor all play key roles in this important process.

This policy was updated by the Family of Schools group in January 2016 and will be reviewed at least 3 yearly in line with the school's review cycle.

The Curriculum Leader for Academically More Able Pupils is: Mrs L Charlton

Signed: *F Jones*

Headteacher Date: January 2016

Policy Ratified : January 2016

Policy Review Date : January 2019 (or when a major policy change occurs)