

LORD LAWSON OF BEAMISH ACADEMY

MORE ABLE STUDENT POLICY

Rationale and Philosophy

At Lord Lawson of Beamish Academy we provide an environment for all students that is responsive to their individual needs and aspirations.

We recognise that all students have their own gifts, talents, strengths and weaknesses. We believe that each student is entitled to have the opportunity to engage in education appropriate to their needs.

We will achieve this through the creation of a stimulating learning environment where high expectation and a culture of achievement thrive. This will allow our students to succeed and fulfil their individual potential.

Aims

Lord Lawson of Beamish Academy aims to raise the achievement and progress levels of all students, including More Able students.

Being identified as a More Able student at Lord Lawson of Beamish Academy will have a highly positive impact on four key areas of that students' academy life.

They will benefit as follows:

- They will benefit from extended learning experiences.
- They will engage in enrichment activities and educational visits.
- Pastoral support through the house system, including careers advice and guidance.
- The identification of a More Able student will trigger a support network with both the academy and parents helping the student to grow and learn.

Definition

The DfE defines More Able students as, 'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).'

We define gifted and talented students as being in the top 5-10 per cent of the ability range in any of the following areas:

- Students with a higher intellectual ability
- A specific aptitude in one or more subjects
- Sporting abilities
- Musical talent
- Dramatic talent
- Innovative designers
- Leadership skills
- Advanced social skills

Identification

The academy recognises More Able students as those with a destination grade 9 in one or more subjects. The academy has a separate register for students that display talent within the fields of music, art, drama, sport and technology respectively.

We identify More Able students using a number of methods and sources of evidence. This includes: the use of data from data drops, SATS tests, teacher observations and assessment and information from previous schools from subject teachers, tutors, parents and peers. The identification of students is not based solely on academic performance.

There are two registers. A More Able student register with a destination grade 9 in one or more subjects. A second talented register will be based on parent, tutor and teacher nominations which will include pupils' skills and interests. Departments will keep a register of students that are identified, through subject specific criteria, of students that are more able in their subjects

Students may be added or removed from registers as students develop and registers will be reviewed on a termly basis by the More Able coordinator.

Coordination and Monitoring

All staff are aware of which students are on the Most Able register. Each subject leader is responsible for identifying More Able students via subject specific criteria. As part of our core principal of Personalised Learning and Intelligent Accountability, the subject leaders will be responsible for: identifying More Able students and ensuring they are appropriately challenged in their departments. These strategies may include differentiated resources, opportunities to encourage independent learning and the development of a deeper understanding. They also have a responsibility to ensure that their More Able department policy is reviewed periodically.

Each department is responsible for nominating a subject 'champion' or representative who will liaise with the More Able coordinator to support and develop provision.

Senior Staff

A member of the SLT (currently CV) will regularly monitor the provision for More Able students. They will oversee the More Able register and will liaise with the More Able coordinator in regards to strategies for improvement.

Extra-curricular activities

We will provide additional enrichment activities and liaise with any local or international networks which exist for this purpose.

We will use links with the local community to extend and enrich the experiences of the students. Students will be given access to National and International initiatives, where appropriate.

As part of our core principal of Innovation and Collaboration the Most Able students may also be selected for enrichment activities that extend classroom learning. This will involve working with other 'outstanding' organisations in the region and across the country. We will also offer these students project based learning opportunities including access to 'The Brilliant Club'. This gives students the opportunity to access resources within the Russell Group universities.

Partnership with Parents and Governors

As an academy we recognise the vital role parents play in supporting their child's academic progress and sense of wellbeing. The More Able Coordinator will act as a point of contact for parents of More Able students. All parents of Most Able students at the academy will be informed when their child is on the register. They will receive regular updates via a newsletter which will be sent out each term. Success will be celebrated and rewarded as part of the Academy's rewards policy

Views of the students

The More Able coordinator will gain the views and experiences of the students identified as part of developing effective provision. This will be collated by one to one interviews and questionnaires. For example, we will use 'You said, we did' action plan sessions.