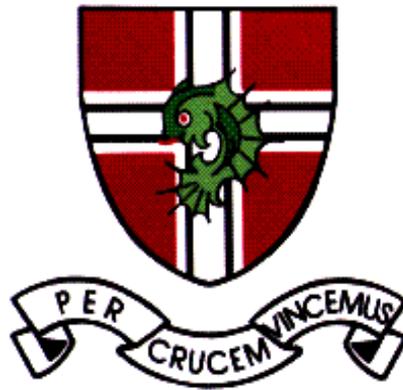


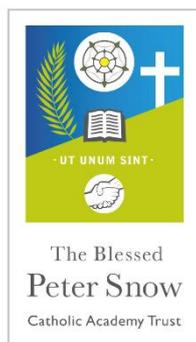
St John Fisher Catholic Voluntary Academy



Policy for More Able Pupils

February 2017

The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

In light of the above principles, the Trust aims to:

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

Policy for *More Able* Pupils at St. John Fisher Catholic Voluntary Academy

1. Introduction

Following the example of our patron, St. John Fisher, priest and scholar, we aim to love one another throughout our life at school, to learn and develop our full potential in the image of Christ.

In accordance with our mission statement, St. John Fisher Catholic Voluntary Academy, as a community, reflects and celebrates the diversity of Christ's kingdom where the **More Able** can learn from and with, those with disabilities or learning difficulties of whatever order. Our commitment is to the needs of every child and this policy addresses our responsibility for those children who have been identified as academically gifted and aesthetically talented – **More Able**.

St John Fisher Catholic Voluntary Academy aims to provide a broad and balanced curriculum, which matches the needs and abilities of all pupils so that each pupil can reach the highest level of personal achievement and all can celebrate that achievement.

The key objective is to have a policy that ensures the curriculum is matched to the ability of the pupils, informs everyday practice and leads to measurable progress.

This policy is intended to provide a guide for staff, academy councillors, parents and students to the provision of those students in our school who are identified as '**More Able**' in any given subject.

2. Definitions

The Department of Education promotes the figure of the top 10% of a school's population for the cohort of **More Able** pupils in schools, of which 3% are **More Able** in PE, Art, Music and Design Technology.

3. Rationale

We believe that it is important to:

- Promote and acknowledge an ethos of high expectation, high attainment and excellence in all that we do.
- Have aims and objectives, which reflect the fact that provision for the **More Able** pupils is inclusive of all of the pupils in the school including those with specific disabilities.
- Provide quality and equal opportunities for all of the pupils.
- Ensure that all opportunities for the **More Able** pupils fulfil the expectations and beliefs of the school's mission statement.

4. Aims

Through this policy we aim to achieve the following:

- Provide a more challenging experience for pupils in all subject areas to improve levels of attainment and motivation of the '**More Able**' pupils.
- Ensure staff are equipped to recognise and effectively cater for the **More Able**.

- Provide appropriate learning support and pastoral care to enhance pupils' motivation and confidence, break down any barriers to learning and reduce underachievement.
- Involve parents/carers as far as possible in the learning programmes devised for their children and the experiences to support fields of talent.
- To make effective provision for **More Able** pupils by ensuring that we work together on areas such as INSET needs, enrichment experiences, transfer arrangements etc; that are linked to externally provided opportunities.

5. Objectives

For pupils at St. John Fisher Catholic Voluntary Academy to:

- Realise that there are horizons beyond their own community and to be confident in their ability to access these wider opportunities.
- Develop their study skills (of all pupils in the school and in particular those identified in the cohorts) including independent learning, problem solving and higher level thinking skills.
- Participate in pyramid and school based (e.g. through Sports Partnership/leadership) wider activities, which enhance their skills and talents.

6. Identification

Our aim when identifying **More Able** pupils is to be as inclusive as possible as opposed to an exclusive system. Therefore for administration purposes we will identify cohorts as follows:

10% of the Year Group including 3% pupils who are **More Able** on PE, Art, Music and Design Technology.

Identification will be an annual process beginning in July. The cohorts will initially be completed by October in line with deadlines for the Pupil Data Tracking information and the date of the first parents/review evening of the academic year. There is a flexible approach to adding to or removing names from the cohorts during the year and teachers will be asked for reasons behind their decisions.

Identification will take place as follows:

More Able (7%) Pupils will be identified by use of a wide range of both qualitative and quantitative data, which will include:

- Collation of results from the school e.g. CAT scores (2 x 129 or more) KS2 data, FFT, KS3 data and GCSE results (APS 47 or more).
- Teacher assessment and judgement through observation and performance checklists.
- Discussion of pupils with colleagues and with the pupils.
- Discussion with parents at consultation meetings.
- Collation of evidence (i.e. individual pieces of work)
- Teacher nomination.
- Parent nomination
- Nomination by another pupil
- Self-nomination by pupil

More Able in PE, Art, Music and Design Technology (3%) pupils are identified by such measures as

- Teacher nomination.
- Discussion with pupils on talents out of school.
- Recommendations by specialist staff outside or visiting the school such as coaches in the field of sport, swimming teachers.
- Head of Faculty / Leader of Learning moderation of pieces of work in such subjects as art.
- Discussion with external agencies such as sport coaches and music schools.
- Parent nomination – Using nomination forms or contacting G & T co-ordinator.
- Peer nomination – Using nomination forms or contacting the G & T co-ordinator.

We monitor the balance of gender and ethnic minority pupils, which reflect the school population, underachieving able and all-rounders through:

- Close examination of past performance data.
- Discussion with teachers and colleagues and at senior leadership level.
- Teacher nomination to identify underachieving able pupils

Exceptional Able pupils, which could be in the top 2% of pupils nationally are identified through:

- Teacher nomination
- Nomination by self
- Parent nomination

e.g. Playing for a professional sports club, competing nationally in competitions

Pupils identified as Exceptionally Able will have an EEP (Exceptionally Able Education Plan). This will include the specific needs of pupils and targets for meeting these needs. These are shared with teachers and staff through the More Able meetings that are held once per half term as well as being accessible through the school's shared network for all staff.

Aggregation to compile the final cohort is carried out by the **More Able** Co-ordinator, Directors of Study and SLT and is based on the collated data on each pupil. The strengths and needs of the cohort are identified from this data.

7. Targets

Targets will be set in the following areas:

- Individual targets for pupils will be set by Tutors and pupils as part of the **More Able** Mentoring system. These can be set at Parents' Evening/Review Evenings with parents, and adapted through the year when necessary.
- Coaches will set targets for the able talented in the different areas of PE/sport.
- Every pupil will be given challenging targets in each subject using relevant historical data.

8. Provision Whole School Level

At St. John Fisher Catholic Voluntary Academy we aim to promote:

- Reference to provision for the **More Able** in other school policies. This is a clear focus in the School's Development Plan to further drive improvements for the most able.
- Planning for differentiated lessons, which take account of the different learning styles so that all pupils are fully extended.
- A range of educational visits/enrichment activities.
- Work with external agencies to provide for the needs of the **More Able** at a wider level to broaden the provision for enrichment activities.

Classroom level

Teachers at St. John Fisher Catholic Voluntary Academy will plan carefully to meet the learning needs of all the pupils.

- Include '**More Able**' provision details in the Induction of NQTs, Learning Mentors, new staff to the school and ITT.

9. Resources

Resources will be provided in a variety of ways such as:

- Whole Staff INSET
- Regular training and networking for the Co-ordinator.
- Reference books, materials to photocopy and useful web sites.
- In-service course materials and staff feedback from courses for **More Able**/curriculum areas and other relevant topics.
- INSET and study support resources for curriculum areas.
- ICT resources e.g. web sites, white boards in classrooms.
- Whole staff development/inset

The school is committed to providing resources to assist staff to identify and provide for the needs of the **More Able** in subject areas.

10. Parental involvement

We are committed to working closely with all parents to ensure we meet the needs of all pupils. Parents will be:

- Informed of the decision to include their child on the cohorts.
- Encouraged and supported to take an active interest in their child's gifts and talents.
- Invited to support pupil attendance at enrichment activities.
- Asked to support any homework related to specific areas linked to enrichment activities.
- Involved in setting targets and monitoring progress with teachers and their child at Parents' Evening/Review Evenings.
- Invited to an Annual Review Evening of **More Able** provision.
- Invited to Information Evenings about **More Able** provision.

School will provide parents with reports, newsletters and invite them into school to celebrate achievement and success regularly with the school.

11. Management strategies

The Co-ordinator for **More Able**, is responsible for overseeing the provision throughout the school. In liaison with the Senior Leadership Team this role will include:

- Organising and leading meetings for Faculty Representatives.
- Support for staff with the identification process of the **More Able** to formulate the cohorts.
- Ensuring Pupil Data Tracking information is up to date and fully analysed.
- Ensuring intervention strategies are in place where necessary and excellent performance is celebrated.
- Attendance at inset and cluster meetings to provide regular feedback at staff meeting on local and national developments.
- Monitoring pastoral care of the **More Able** through discussions with teachers, Director of Study, the Learning Mentor and parents as necessary.
- Liaising with parents and academy councillors on matters related to **More Able**.
- Ensuring the provision is monitored and evaluated with the support of the pupils, teachers and parents.

All Staff Will be proactive in meeting the needs of the **More Able** and it will be the responsibility of Head of Faculty/Leader of Learning to ensure the school has appropriate resources available to meet the needs of the **More Able** in each subject area. This is a key focus of all lesson observations carried out by Leaders of Learning, Heads of Faculty, SLT and external personnel.

12. Transition

- The Y7 Director of Study, Pastoral Manager KS3 and where appropriate the SENCO, will be involved in meetings with Y6 teachers to make appropriate arrangements for pupils transferring into Y7.
- Primary liaison activities are carried out by faculties during the year to provide specialist teaching to primary pupils.

13. Monitoring

The monitoring process will be undertaken by many people at various levels.

- Analysis and review of assessment data by the **More Able** Co-ordinator and DOS. This is analysed under the new 'Assessment Without Levels' framework for KS3, using Progress 8 & Attainment 8 estimates for KS4 and using V.A. scores at KS5.
- Pupils will monitor their achievement against the targets set at Review/Parents' Evening and set up an action plan to aid success.
- Monitoring of targets for the underachieving will be undertaken by Form Tutors as part of the **More Able** mentoring programme.
- The provision for **More Able** is also closely monitored through the biennial faculty review process.

14. Evaluation

The school's success in meeting the needs of the **More Able** will be evaluated using indicators such as records of individual progress, value added data, KS2 SATs, assessment results, staff appraisal, pupil and parent comment and feedback, Ofsted reports, successful transition and teacher feedback.

Self-Evaluation – This takes place using Institutional Quality Standards and Classroom Quality Standards CQS. Following this, an Action Plan will be drawn up.

15. Review

This policy will be reviewed and revised in two years (Spring 2019).

Equality Impact Assessment

School	St John Fisher Catholic Voluntary Academy
Date	February 2017
Lead member of staff	Dawn Gavaghan
Other involved staff/ role	SLT, SENCO

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision and to change existing practice/provision

Main stakeholders – All academy council members, staff, students and users of the Academy

Any legislation or guidance that informs the proposals – As detailed in the policy and notably the Equality Act 2010.

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **No**

Promoting equality of opportunity **No**

Fostering good relations **No**

Please explain

It is the intention that all of the above should be enhanced by this policy building on good practice already in existence.

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Students and key staff have been consulted on this.

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, academy councillor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability	Students	Neutral/Positive	N/A
Race	Students	Neutral/Positive	N/A
Sex	Students	Neutral/Positive	N/A
Gender reassignment	Students	Neutral/Positive	N/A
Pregnancy, maternity	Students	Neutral/Positive	N/A
Religion/belief	Students	Neutral/Positive	N/A
Sexual orientation	Students	Neutral/Positive	N/A
Marriage, civil partnership	Students	Neutral/Positive	N/A
Age	Students	Neutral/Positive	N/A

Explain in more detail

This policy is to further enhance the rights of the most able in our school whatever their characteristics.