

Anlaby Primary School

Academically More Able Policy

Signed Staff:

Date:

Signed Governor

Date:

Introduction

As a school, we believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in all areas of the curriculum. We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school. We encourage individual children to develop their attributes and skills within a learning environment that embraces equality of opportunity. We strive to develop the skills and knowledge of pupils by ensuring Quality First Teaching, robust assessment systems, challenging lessons, and a variety of learning experiences in a secure learning environment.

Definition

We recognise that within the school we have academically more able children which we believe are children working above age related expectations in one or more areas. At the start of the year, the more able pupils may already be able to do some of the age related expectations for their new year group, or they have already achieved many of the age related expectations for the year group they are starting. These pupils will require a broadening and deepening of their year group's curriculum.

Identification of More Able Children

We will identify more able children by:

- Teacher assessment
- Statutory assessments scores
- Analysis of data
- Teacher observations
- Staff discussions
- Analysis of pupils' work

Aims

At Anlaby Primary School we believe that all children are entitled to a broad and balanced curriculum relevant to their needs. Every child should have the opportunity to develop and nurture their true potential. This policy aims to support the needs of those children in our school who have been identified as More Able.

At Anlaby Primary School we aim to:

- ensure that all children receive an education appropriate to their abilities and challenges;
- stimulate children through an enriched curriculum which is challenging, thought provoking and enjoyable;
- identify the Academically More Able children as early as possible using a range of approaches of identification;

- inform and involve parents;
- recognise underachievement and seek to remove barriers;
- promote a culture that promotes high achievement and an atmosphere where success is valued by all;
- ensure that effective provision is planned for Academically More Able children;
- review and update the Academically More Able register on a termly basis;
- monitor the progress of our for More Able children through pupil progress meetings.

Role of the Academically More Able Leader

It is the role of the Academically More Able Leader to:

- ensure that the policy is implemented;
- support the staff in their identification and monitoring of More Able pupils;
- keep an up to date school register of More Able pupils;
- maintain and order resources;
- review and monitor provision for More Able children;
- monitor provision and progress through learning walks;
- organise enrichment activities where feasible and assist departments with the administration of enrichment activities.

Role of the Governing Body

It is the role of the Governing Body to:

- ensure a member of staff is responsible for Academically More Able;
- delegate powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- be responsible for ensuring that the school complies with all equalities legislation;
- be responsible for ensuring this policy and policies are updated regularly;
- be responsible for ensuring all policies are made available to parents;
- make visits to the school, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- be responsible for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of the Class Teacher

The class teacher will be responsible for:

- identifying the more able children within their class using a whole school identification process;
- keeping regular assessment data in order to identify and monitor the progress of all pupils;
- making provision through a well-planned and differentiated curriculum for all pupils to be challenged to reach their potential.

Role of Subject Leaders

Subject leaders will:

- support staff in providing challenging activities for More able pupils

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus;
- the school website.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Linked Policies

▪ Assessment	▪ Curriculum
▪ Key Skills	▪ Monitoring and Evaluation
▪ Target Setting	▪ Teaching and Learning
▪ Homework	▪ Marking
▪ Parent Involvement (Engagement)	▪ Differentiation

