

# Academically More Able Pupils Policy



*Believe, Succeed, Together*

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## 1.0 Introduction

At the Academy provision for the most able pupils will be as inclusive as possible and seek to provide for the needs of this group of pupils (both identified and those as yet unidentified) through:

- appropriate adaptations
- extension opportunities developed and delivered through the mainstream curriculum
- extension opportunities developed and delivered outside of the classroom

It will be the responsibility of each department to provide appropriate challenge for high-attaining pupils within that area.

It is important to recognise that all children, not just the most able, will benefit from good practice in teaching and learning, from effective adaptations, from assessment for learning and appropriate study support.

## 2.0 Characteristics of Academically More Able Children

Very often parents are the first to recognise that their child is bright for his or her age. There are many checklists of gifted characteristics. In general, they contain several common elements:

### The Child

- has a wide vocabulary and talked early
- asks lots of questions and learns more quickly than others
- has a very retentive memory
- is extremely curious and can concentrate for long periods on subjects of interest
- has a wide general knowledge and interest in the world
- enjoys problem-solving, often missing out the intermediate stages in an argument and making original connections
- has an unusual and vivid imagination
- could read from an early age
- shows strong feelings and opinions and has an odd sense of humour

- sets high standards and is a perfectionist
- loses interest when asked to do more of the same

No one child will show all these sorts of behaviours, but very bright children will fit a significant number of them.

The child of high academic ability may be identified by intelligence tests or SATs and CATs scores. They may, however, be gifted in areas in which intelligence tests are poor predictors.

They may, for example, be:

- an imaginative or creative thinker
- socially, or ethically gifted, with a well-developed sense of the moral implications of actions or situations
- good at drawing, building or designing though poor at writing
- a well-developed 'high achiever' who performs well in academic work but who scores poorly on intelligence tests because their relevance is not immediately apparent to them.

We use a range of measures to identify our Academically More Able pupils including test results, and the professional judgement of staff. We have pupils who are talented across a wide range of academic subjects, to those whose expertise is limited to one area in which they excel out of school.

### **3.0 Providing challenge for the academically more able**

The academy has 3 approaches to meeting the needs of academically more able pupils: acceleration, enrichment and extension.

**Acceleration** consists of enabling a pupil to access work which would typically be for older pupils, for example extension tasks set for KS3 pupils or the study of a literary text or scientific concept more commonly studied in KS4. For KS4 pupils this could be content or skills usually taught at A Level or even university. In some subjects, pupils are also accelerated by working in ability sets.

**Enrichment** consists of broadening a pupil's education. This can consist of targeted individual activities or opportunities provided outside of the normal curriculum, either in the school or at external locations, such as trips or excursions or even external visitors and presentations.

**Extension** occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills. This should take place in all aspects of our provision. All staff are trained in developing thinking skills through their teaching.

## 4.0 Classroom Approaches

Lesson planning at Eastwood should effectively provide challenge for all pupils, including the most able, through:

- Assessment for learning processes to allow pupils and staff to assess the progress of all pupils and support the most able.
- Grouping pupils according to ability where appropriate, to allow the most able pupils to work together, mixing groups to allow able pupils to support others.
- Using support staff and services such as the library to challenge the most able pupils in lessons and in small groups.
- Using high order questioning both verbally and visually to challenge the most able pupils.
- Creating challenge areas in departments/classrooms where the most able pupils have access to a range of resources to support their progress.
- Inclusion of a range of activities involving research/study skills, problem solving, decision making, analysis, creative thinking, speculation and evaluation.

## 5.0 Out of Class Approaches

The most able pupils at the Academy should be identified discreetly and offered access to extra-curricular opportunities to challenge and support their needs.

Out of class, pupils are offered:

- Enrichment opportunities within school, locally, regionally and nationally.
- Opportunities and encouragement to become involved in whole school activities.
- Access to a range of resources to support their areas of interest/expertise.
- Opportunities to meet with other able pupils across the partnership schools.
- Opportunities to become involved with relevant outside organisations and the community.

### **Examples of opportunities intended to develop the most able pupils are:**

- University Learning Mentors
- University trips
- Challenge Days
- Into University sessions
- Masterclasses

## 6.0 Lead Coordinator for the Most Able Pupils

The Lead Coordinator for Most Able Pupils is Mr. J. Lewis. His responsibilities include:

- Providing a register of the most able pupils.
- Providing CPD opportunities to ensure challenge is built into all lessons.
- Co-ordinating and providing enrichment activities for the most able pupils.
- Tracking the progress of the most able pupils using SISRA and liaison with staff who lead lesson observations.
- Working with teachers to ensure the most able are making the required progress through a range of strategies and intervention.
- Evaluating the whole school provision for the most able pupils.

## 7.0 The Eastwood Experience - Aspiration & Achievement Programme

### A Cultural & Academic Enhancement Opportunity

*We believe that all pupils, whatever their ability, deserve the chance to be challenged through their learning in lessons and from the wider opportunities on offer at The Eastwood Academy.*

**The Eastwood Experience** is a cultural and academic enhancement programme for our most able secondary school pupils from The Eastwood Academy. Pupils enjoy a three-year programme from Year 9-11.

It is central to our ethos that all pupils are treated as individuals and that we cater for their individual needs. This includes those pupils of higher ability.

Teachers use detailed data – quantitative and qualitative – to identify pupils of higher ability and this is used to inform the planning of their lessons.

Within the core classroom provision, there will always be opportunities for pupils to be stretched and challenged.

In addition to this, The Eastwood Experience programme provides opportunities for each cohort.

During that time, we aim to broaden the cultural and academic experiences of some of our most able secondary pupils at the Academy, to give them outstanding preparation for life and the highest of aspirations e.g. places at some of the country's top university destinations, including Oxford and Cambridge. In the long term, we see the programme shaping future leaders in all walks of life.

Pupils are exposed to a wealth of cultural experiences, ranging from world class art, to a trip to the Royal Opera House; from a day of Science in Action at Imperial College, London University, to a bespoke day of lectures at Oxford University.

Back within the Academy, pupils are taught to think independently, to express themselves effectively and to embrace learning for its own sake as well as to start the process of understanding their individual academic pathways.

We hope that all Eastwood Experience pupils will appreciate and utilise the many given opportunities provided in order to develop crucial skills needed for successful applications to top universities and career paths.