



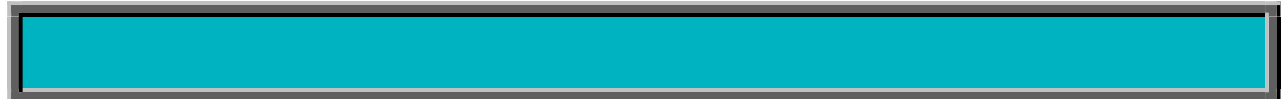
St John Fisher Catholic College

More Able Policy

Date: November 2023

Adopted: November 2023

Review: October 2024



Links

[Behaviour for Learning Policy](#)

[Careers Policy](#)

[Homework Policy](#)

[Marking and Feedback Policy](#)

[SEND Policy](#)

Introduction and Aims

St John Fisher Catholic College is part of CtKCC, a family of six Catholic schools working together as one multi academy. The mission of our family is built around our Gospel values of Love, Faith and Service to others and is

intended to support our children as they grow to develop the virtues of our Catholic Pupil profile, so that they become the person that God meant them to be

At St John Fisher Catholic College, we will endeavour to:

- Embed a culture of achievement and academic growth that enthuses the whole community; where everyone wants to learn and grow, and successes are celebrated at every opportunity across the school.
- Encourage a variety of teaching and learning styles that gives learners more responsibility for their own learning and gives teachers the opportunity to take risks in learning opportunities. Within this, we will encourage our teachers and class support staff to develop a culture of openness and opportunity for all, across subject and role boundaries, to allow our school to become an area for educational research and development.
- Deliver a broad and balanced curriculum structure that emphasises continuity and opportunities for accelerated learning according to ability and potential as well as lifelong learning opportunities. Within this, we will seek to actively provide a wide range of learning experiences for all learners to stimulate interest in subject areas and in their school life and to explain the relevance of education in everyday life.

The founding principle of comprehensive education is that all learners should be given the opportunity to achieve their full potential. For this principle to be filled, we must have the highest expectations of the most able learners. At St John Fisher Catholic College, our most able learners must be challenged and supported from Year 7 to Year 13. Firstly, this means aiming for the greatest possible progress and achievement, academically. Secondly, this means ensuring that learners know what opportunities are open to them and with the support of tutoring, guidance, and encouragement, develop the confidence to make the most of these opportunities.

Identification

The term 'special educational needs' should be as relevant to the most able learners as it is those who require support for their learning needs. Behaviours indicating that a learner may be more able may not be readily observable as learners may not have had sufficient opportunity to demonstrate their ability. Additionally, more able learners may be underachieving in comparison to their potential.

At St John Fisher Catholic College, there will not be an identified list of more able learners. Instead, teachers and leaders will encourage and support all learners to achieve their academic potential. For learners who arrive in Year 7 working above age-related expectations, this means ensuring that there is sufficient challenge within the curriculum to maintain high levels of progress. For learners arriving in Year 7 at or below age-related expectations, this means providing support for learners to make accelerated progress.

Supporting more able learners

Classroom Teacher

All classroom teachers will:

- Provide learning activities to suitable challenge more able learners.
- Provide opportunities for more able learners to experience greater depth, breadth, and pace in their learning.
- Provide opportunities for more able learners to improve their independent study skills and metacognitive strategies.
- Closely monitor the progress of more able learners and embedding an intervention where support is required.
- Ensure that there are suitable levels of differentiation, scaffolding and challenge in mixed ability groups.

Middle Leaders

All middle leaders will:

- Ensure that classroom teachers follow a carefully planned curriculum which is coherent, challenging, and ambitious for the most able learners.
- Include enrichment opportunities within the curriculum that encourages a love and passion for the subject.
- Embed opportunities for learners to see the relevance and application of their studies in the real world of work, the local economy and local and national business.
- Monitor the progress of more able learners through data analysis at least termly.
- Monitor the quality of teaching and learning through regular learning walks and work scrutiny.
- Provide opportunities for teachers within their faculty to share good practice.
- Provide opportunities for learners to participate in extra-curricular activities including national competitions e.g., UKMT Maths Challenge.

Senior Leaders

Senior leaders will:

- Plan ongoing continuing professional development and support for all staff to develop their classroom practice.
- Ensure that parents/carers receive termly feedback on the progress of their child, including next steps where action is required.
- Monitor and evaluate the effectiveness of the curriculum for more able learners by embedding self-evaluation processes, including learning walks and work scrutiny.
- Monitor and evaluate the extra-curricular and enrichment opportunities provided to more able learners, including careers-related guidance.
- Embed assertive mentoring opportunities in Key Stage 4 and 5, ensuring that learners receive personalised guidance on support with the next steps of their education or employment.