



Able Learners Policy

At Hodgson Academy, how do we define and identify our Able Learners?

Hodgson Academy defines our able learners as those who attain agreed threshold standards at KS1 and KS2, summarised as the following:

KS2 results from 2015 or earlier: Key Stage 2 Average Fine Point Score of 30.0 or greater (reading and maths)

KS2 results post 2016: Scaled Score of 110 or greater

In addition able learners are likely to possess the following characteristics:

- Linguistic - a facility with language, patterning and systems;
- Mathematical and logical - likes precision and enjoys abstract and structured thinking,
- Visual and spatial - thinks in pictures and mental images, good with maps, charts, diagrams,
- Interpersonal - relates well to others, mediator, good communicator;
- Intrapersonal - self-motivated, high degree of self-knowledge, strong sense of values;

Building a curriculum to meets the needs of our Able Learners

At Hodgson, we have prioritised the design of a curriculum to account for the needs of able learners; enhancing and augmenting schemes of work to ensure appropriate challenge and opportunities for personal achievement and leadership. We have adapted a Teaching and Learning approach with a focus on **stretching our most able students**.

Staff will monitor and evaluate the impact and outcomes of changes in the curriculum for able learners and, where appropriate, extend beyond GCSE. Model questions and answers will be provided wherever available at key stage 4 in preparation for examinations.

Learner consultations will take place with groups of our High Achieving cohort for feedback to continually improve our provision to this set of young people. Equally, **Feedback from parents** will be sought to ensure the triangle of communication between parent, student and school continues to allow our students to achieve.

Providing a range of opportunities for our Able Learners

We aim to effectively support and challenge able learners by choosing learning tasks, resources and activities which are well matched to their needs, progress and attainments, ensuring that teaching on a day-to-day basis meets the needs of able learners. Staff will have appropriate expectations for able learners and plan opportunities for personalisation and choice in the curriculum, leading to personal achievement.

Our **High Achiever Champions**, staff appointed in each department in the school, will access **CPD** to ensure opportunities for progress are plentiful for our students. Equally, departments will be committed in the **update of the Hodgson website** with content specifically for our High Achieving students to access at home, promoting independence and allowing students to stretch their learning outside of the classroom.

The inclusion of **Able Learner meetings** to the Hodgson Academy calendar will ensure parents will be at the heart of their child's progress at Hodgson Academy, as they have the opportunity to meet with a member of the leadership team in a one on one meeting.

Ensure effective transition across phases and key stages of learning for Able Learners

Our Lead Teacher of Transition, alongside the pastoral and house teams, aim to provide an outstanding experience alongside each student's move to Hodgson. The transition from KS2 and our feeder Primary Schools through to the first year at Hodgson will be a priority for these teams and our Able Learners will be tracked to avoid any drop in attainment wherever possible. Our Attendance Officer will also be involved in this process to ensure support is put in place for those that need to prioritise meeting our high expectations of attendance.

As students' time at Hodgson Academy comes to an end, we will support students in accessing pathway information and our PSHE and Careers department will prepare students for the decision making process. Equally, our High Achieving students will have access to meetings with our sister establishment, Blackpool Sixth Form, as sponsor of the Fylde Coast Academy Trust.

As a member of the Hodgson Family, we will also support our Able Learners beyond their first steps outside of the Academy, with work with Russell Group Universities, local accredited Apprenticeship schemes and other respected establishments to promote outstanding ambitions in our learners.

FCAT

As a sponsor school of the Fylde Coast Academy trust, we honour the following key approaches:

- There is a shared understanding across the trust as to who the able learners are;
- Curriculum design and policies provide fully for able learners;
- Systems are in place for recognising the wide range of abilities, for monitoring the progress of able learners and for identifying appropriate intervention strategies;
- Procedures are in place for involving parents in discussions and planning for learners who are identified as being able;
- The work of able learners and their progress is discussed regularly at staff, department, faculty and progress meetings;
- Academy websites include a statement on the approach to able learners;
- There are opportunities for staff to develop their understanding and skills in relation to teaching able learners.

Cross-curricular and extra-curricular activities that provide relevant and meaningful challenge

The Hodgson Experience will allow students to access knowledge outside of the normal curriculum, engaging students in topics they may not get an opportunity to study in their natural school day. Our Able Students will be encouraged to participate in as many opportunities as possible, with the focus being on becoming a well-rounded and respected student as well as an asset to any future employer or further education establishment. Our Able Students will be able to partake in extracurricular specific for their needs in Hodgson as well as in the Fylde Coast Academy Trust.

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