

1 Introduction

1.1 Our vision statement:

That Lambeth Academy will be a place where the learner has the freedom and opportunity to develop their unique gifts and talents, celebrating diversity and promoting the best in everyone.

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those students in our school who have been identified as scholars.

- 1.2 At Lambeth Academy we use national attainment data and teacher assessment to identify students as scholars. These students show potential to be exceptional, either in one subject, more than one subject or one discipline (e.g. performance).
- 1.3 While we recognise and cater for these particular categories of students in our school, at the same time we respect the right of all students, irrespective of differences in ability, to access various areas of learning, both for their self-fulfillment, and for their eventual development into active and responsible adults.

In our mission statement we declare that we value the individuality of all our students.

2 Aims

2.1 Our aims are to:

- Accurately identify scholars;
- Extend students' learning within the classroom and enrich it outside the classroom;
- Ensure scholars reach their full academic potential through providing motivation, guidance opportunities and support as appropriate;
- Educate teachers to 'top down plan' lessons, ensuring challenge for all thereby benefitting all students.

3. Definitions

Academic Scholar – a student who has the ability to excel academically in more than one subject. Usually this will be indicated by CATs scores of 120 and above, or other appropriate indicators as identified by the CL HE and Scholars.

Creative, Language, Sporting Scholar – a student who has the ability to excel in practical skills such as sport, languages, artistic performance or in an area of vocational skill as identified by their teacher.

CL HE and Scholars –responsible for Academic scholar provision and Line Management of Head of Creative, Language and Sporting Scholars.

4. Identification of scholars

4.1 Approximately 10 percent of students in our school will be considered as scholars.

4.2 Academic Scholars will be identified annually by the Teaching Team, CL HE and Scholars and assistant to CL HE and Scholars using data such as CATs scores of 120 and above – taking into account historic evidence of high attainment. Students may also be able to apply on the grounds of exceptional ethos, as well as possibly being nominated by staff.

4.3 Creative, Language and Sporting Scholars will be identified annually via department submissions. These will be collated by the admin assistant to CL HE and Scholars. Students may also be able to apply on the grounds of exceptional ethos, as well as possibly being nominated by staff.

4.4 Teachers may become aware of pupils' particular abilities as a result of:

- Talking to parents, carers and peers
- Observing how pupils approach routine work in class and activities outside the classroom
- Observing pupils systematically in a range of learning contexts to identify those who demonstrate social or leadership skills, an aptitude for problem solving or good listening skills
- Observing pupils' response to their work and talking with them about what they like, dislike and what enables them to learn best
- Tracking pupils
- Observing whether they take the initiative or adapting conditions to suit circumstances
- Judging the progress they make and whether they are beyond the level of attainment expected for their age
- Monitoring pupils performance in national curriculum and other standardized tests e.g. NVR

4.5 Teacher may identify a scholar against these criteria:

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight into unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve or show potential in a wide range of contexts
- Be particularly creative
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgments
- Be outstanding team members or leaders
- Be fascinated by or passionate about a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect of work

- 4.6 Student achievement will be tracked via the SIMS assessment data collated in school. Underachievement will be addressed by the tutor and also by the admin assistant to CL HE and Scholars and/or and other staff as appropriate.

5 Teaching and Learning

- 5.1 We plan carefully to meet the learning needs of all our students. We give all students the opportunity to show what they know, understand and can do. The primary method of achieving this is 'top down' planning: starting with considering how to challenge the most able student in the class and then differentiating so that all students can access this learning.

- 5.2 Strategies to support top down planning include:

- a common activity that allows the students to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for students to progress through their work at their own rate of learning.

Students are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all students, but give due scope to higher achievers.

- 5.3 We offer a range of extra-curricular activities for our students. These activities offer higher achievers the opportunity to further extend their learning in a range of activities.

- 5.4 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual students.

- 5.5 The students will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

- 5.6 When planning, we consider a top down planned curriculum which may be:

- Differentiated by input- tasks may be varied in terms of style and content and some materials may be used by the scholars only.
- Differentiated by outcome- this leads to responses at different levels from the same initial stimulus.
- Differentiated by pace- scholars may need to proceed at a greater speed / level.
- Differentiated by level- the national curriculum requires levels of attainment to be taken into account.
- Differentiated by task – students may need to be set different tasks in order to cater for their needs.

We should provide tasks which target progression and so avoid giving 'more of the same'.

- 5.7 When assessing we recognise that one of the characteristics of scholars is that they can sometimes see connections which are not perceived by the majority of others.

In promoting work of good presentation, spelling and grammar we will be alert to the possibility of down grading work of high quality because of superficial appearance. Conversely, we will be aware of assessing well-presented work which displays only average ability as evidence of high ability.

6 Management strategies

6.1 There is a dedicated team that coordinates the provision and practice within the school for scholars students. The Team's role includes:

- make all staff aware of identified scholars students through keeping a register of scholars;
- working with members of the teaching team to monitor teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular students;
- monitoring their progress through discussions with teachers;
- supporting staff in the identification of these students;
- providing advice and support to staff on teaching and learning strategies;
- liaising with and supporting students as appropriate;
- liaising with parents, governors and LEA officers on related issues.
- celebrating student achievements as appropriate.

7 Monitoring and review

7.1 We aim to support and advise parents in helping scholars to reach their potential. Examples of doing this include:

- Advising on ways to avoid pressure by encouraging activities such as games, model making or exploring books
- Informing them of any locally based clubs or groups
- Informing them of places of interest to visit

7.2 This policy will be reviewed every year or earlier if necessary.