



## More Confident Learners Policy

Audience:	Parents School staff Local Governing Bodies
Approved:	Sept 2020
Other related policies:	SEND, Inclusion, Equality, Teaching and Learning
Policy owner:	Debbie Conroy
Policy model:	SMFA
Review:	
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## General Rationale

At Sir Martin Frobisher Academy, we believe in treating all pupils as individuals, and that they are therefore entitled to an education that matches their needs and ability. We ensure the school ethos is one where achievements of all pupils are valued and success is celebrated. We are committed to providing an environment which encourages students to be challenged in order to maximise the pace of their learning and progress. We look to provide effective learning opportunities across the curriculum for all learners, irrespective of any barriers to learning and this includes strategies and opportunities that challenge our More Confident Learners (MCLs) to ensure they reach their full potential.

Our approach is to provide personalised learning that tailors education to individual need, interest and aptitude. Provision for MCLs is not a 'bolt on' but an integral part of effective teaching and learning. We regularly look to pupil voice as a way to monitor and adapt our approach. Those MCLs will normally work within their Year group, but opportunities may be presented for them to work with their intellectual peers to allow challenge to take place.

## Aims

By having the policy for MCLs, at Sir Martin Frobisher Academy we aim to:

- Raise achievement and aspiration among all pupils by challenging and supporting those most-confident learners to push the boundaries of what is possible, and promoting opportunities for those disadvantaged learners;
- Ensure that MCLs are recognised and have access to a curriculum which enables them to attain their full potential;
- Encourage and maintain a culture and ethos of high achieving learning where pupils are recognised and high achievements are celebrated;
- Provide a range of differentiated teaching and learning activities which aim to provide intellectual challenge and develop physical and social skills;
- Set challenging individual targets for those MCLs;
- Make links with other schools and agencies to maximise the deployment of available resources and to provide MCLs with a wider range of opportunities;
- Formalise an agreed, shared definition of the term More-Confident.
- Ensure early identification of those MCLs;
- Work in partnership with parents/carers to help them promote children's learning and development; and
- Recognise underachievement and seek to close the gap in progress and attainment.

## Definitions

At Sir Martin Frobisher, we recognise that there is no longer a requirement to keep a 'Gifted and Talented' register and nor is this something that would be inspected by HMI. However, we do recognise the emphasis from Ofsted (September 2016) that 'Inspectors will pay particular attention to whether the most able pupils are making progress towards attaining the highest standards and achieving as well as they should across the curriculum. They will also consider whether the most able pupils are receiving the support they need to reach their full potential' There is also an increased focus on those most able disadvantaged pupils. In response to this, we have created our own terms of those children we recognise as being MCLs:

- **Category 1:** Highly-confident learners who are generally working above those expected age-related expectations, or those learners who are attaining higher than the majority of others within their class/peer group; or
- **Category 2:** Confident learners who excel, or who are potentially able to excel, in one or more specific fields such as art, music, PE or performing arts who are recognised by their out-of-school involvement in activities (e.g. National Gymnastics championships).

## General organisational approach

We believe in the education of the whole pupil, focussing on both their academic and social development (intellectual and emotional intelligence). It is standard practice at Sir Martin Frobisher Academy that children are taught in mixed-ability groups where they are able to select the challenge level they work at, where a class teacher will differentiate a task several ways and then it is the responsibility of the child to choose the level or challenge most suited to their learning needs. Children are taught early on about how to make appropriate choices for their learning and what activity is right for them. Children are familiar with Dweck's Fixed and Growth Mindset ideas as well as the 10 Visible Learning Mindframes, which together support them in making the appropriate choices. As a result, where possible, MCLs are taught in groups that are appropriate for the age and ability in the normal class for their chronological age. It is the responsibility of the class teacher to ensure appropriate provision for MCLs, including differentiation and opportunities for extension. Class teachers are supported in this by subject specialists and/or the Leader for their phase. It is common that children of all abilities are taken to work as part of small, focussed teaching groups, either in daily 'feedback' time as part of the daily timetable, or with an additional adult at another point during the day. This focussed teaching time allows for children such as those MCLs to access an even more personalised curriculum to extend and enrich their learning, allowing them to reach their potential.

It should be possible to address the needs of these children within the appropriate year group. There are many ways of ensuring sufficient challenge for those MCLs within the class such as through extension and enrichment. We firmly believe that whilst it may be necessary to extend children's learning with new knowledge or skills, class teachers should look to widening the breadth of knowledge of a skills or topic, not just the depth. For example, if the class were learning about the number Pi as part of Mathematics and the area of a circle, MCL children may also access the origins of the number and the many mathematicians who worked to find it and the theories for proving Pi. There may be occasions for children to work with older children, through curricular activities in within and beyond their phase of the school.

Opportunities for extension and enrichment are built into all schemes of work and weekly plans should show suitable activities for those MCLs. Phase Leaders or subject leaders will advise teachers within their subject on strategies for classes with MCLs. It is the responsibility of each Phase Leader/Subject Leader to ensure that opportunities for the advancement of MCLs are detailed in planning. The school will seek to discover and utilise a range of strategies to improve the teaching and learning of MCLs. Teaching for a range of learning styles will be encouraged and may include thinking and problem-solving, higher order skills, study skills and communication skills.

## In-class approach

The following approaches, although not exhaustive, are expected and adhered to in all classrooms to support MCLs:

- Staff have high expectations of all pupils;
- Staff will use a range of teaching and learning strategies that address the potential and individual learning styles of children (e.g. opportunities to work collaboratively, practically etc.);
- Children will be taught in mixed ability classes;
- Children will be challenged with enrichment or extension activities (as detailed below);
- Children may access focussed teaching in small groups to work with a teacher, teaching assistant or visiting specialist;
- Children are set challenging individual targets to enable them to reach their potential;
- All children will experience a broad and balanced curriculum with appropriate activities given in terms of 'challenges' for children to select their own level of differentiation across all subjects, which are linked specifically to a level or skill;

- Staff will provide challenge opportunities in lessons for enrichment/extension tasks to continually foster the potential for those highly-able children;
- Staff will make clear in their planning where higher-levels of challenge are required (through use of 'challenges' and 'extension' tasks);
- Where and when appropriate, staff will provide differentiated homework for MCLs to extend, enrich or consolidate their knowledge or skills; and
- Staff will consider differentiation for MCLs through pace, task, dialogue, support, outcome, resource, content and/or responsibility.

The following approaches may also be used to extend or enrich MCLs during daily lessons:

- Problem solving and investigation to develop reasoning and thinking skills;
- Use of open-ended questions and tasks;
- Elements of competition within and outside peer group;
- Competition against self through target setting; and
- Opportunities for creative and productive thinking.

### Out-of-class activities

At SMFA we aim to create a culture in which all pupils are encouraged to reach high standards and in which it is acceptable to work hard and be successful. All pupils, including those MCLs, are encouraged to use local centres of interest such as museums, galleries, Saturday morning workshops and clubs, sports groups or scouts and guides. We keep a record of school events which are planned for MCLs and other pupils.

Enrichment activities which take place beyond the daily classroom provision for those MCLs will be led and arranged by the Headteacher, Phase Leader or subject leaders as appropriate depending on the nature of the activity. These might include sessions held within school led by school staff or external visitors, as well as educational visits. The aim of enrichment activities will be to offer additional and different experiences to broaden the perspectives of MCLs. In addition, the opportunity to meet with other MCLs, sometimes across year groups and other schools, will be supportive.

The following approaches, although not exhaustive, are available to support MCLs in their enrichment and extension out-of-class:

- Children will have the opportunity to attend a range of after school clubs and activities, covering academic as well as other activities (e.g. Maths, choir);
- Children in KSI/KS2 have the opportunity to be coached by sports professionals;
- The school will make links with other schools and external professionals to maximise the deployment of available resources;
- Children will have some opportunity to work with a visiting speaker or professional, as available (e.g. author);
- Children will have access to a range of materials and resources to support them;
- Children will be given the opportunities to perform individually or in small groups to different audiences;
- Use of subject specialists to support MCLs and increased technical and specialist language;
- Use of additional support, LSA's, other adults, older pupils and parents for one to one or group work to extend child in a specific area (social or academic);
- Links with outside agencies (music tuition, sports coaches, etc.);
- Participation in special competitions (e.g. Primary Mathematics Challenge);
- Enrichment sessions during the school day; and
- Cluster activities with other schools.

### Personal and social education

Class work and work outside the classroom includes a number of opportunities for pupils to work in small and large groups, which will help develop their personal and social skills. We recognise that the way that pupils work in teams, support each other when discussing ideas or collecting resources and materials all support their social, personal and emotional development. Some MCLs find working in teams easy, others show excellent social and leadership skills but others find collaborative work more difficult. The school aims to develop all the abilities of pupils, including their social and personal, especially if these are not strengths. We aim to create a climate in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted.

### Responsibility for co-ordinating and monitoring progress

The Headteacher will monitor the progress of MCLs through an analysis of test scores, teacher assessments and pupil interviews. Where data is used to monitor progress, O-Track, the academy's assessment tracker, will be used to set-up 'focus groups' for MCLs so that progress and attainment can be carefully tracked. The Headteacher will also monitor the gender, ethnicity and background of pupils identified as MCLs to analyse trends and signpost areas for development to close the gap.

New staff are inducted in policy and practice relating to MCLs, and made aware of the processes and systems in place. Pupil voice is carried out with a sample of MCLs each year by the Headteacher, and staff receive feedback on this. Routine classroom drop-in observations are carried out across the school by the Headteacher of which MCLs are a focus, identifying strengths in classroom practice and areas for development.

In line with half-termly pupil progress meetings, the Headteacher along with the Senior Leadership Team and class teachers will review the MCL tracking document to ensure information is accurate and whether amendments are needed, e.g. a child adding to the tracker for monitoring.

In summary, the following responsibilities lie with:

<b>Inclusion Leader (SENCo)</b>	<ul style="list-style-type: none"> <li>• Liaise with class teachers;</li> <li>• Make teachers aware of the assessment data required;</li> <li>• Collate the assessment materials and results for tracking;</li> <li>• Work with the teachers to support the pupil and plan provision;</li> <li>• Maintain the MAL tracker and update half-termly;</li> <li>• Work with all parties to decide upon the strategies to be used to maximise learning and development;</li> <li>• Liaise with and arrange other agency referrals as appropriate;</li> <li>• Review provision on a regular basis by classroom observation to ensure Quality First Teaching;</li> <li>• Liaise with and report progress of MCLs to the Principal;</li> <li>• Review the effectiveness of the policy;</li> <li>• Oversee and co-ordinate the enrichment/extension activities in/across and beyond the school;</li> <li>• Keep records and evidence of activities to support MCLs;</li> <li>• To develop a programme of extra-curricular activities and raise the profile of MALs; and</li> <li>• To report back to SLT and Governors periodically about the development and implementation of the programme.</li> </ul>
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<b>Phase Leaders/Subject Leaders</b>	<ul style="list-style-type: none"> <li>• Liaise with class teachers about children in their phase or subject areas;</li> <li>• Make teachers aware of the assessment data required;</li> <li>• Work with the teachers to support the pupil and plan provision for their subject area;</li> <li>• Work with all parties to decide upon the strategies to be used to maximise learning and development for children in their subject area;</li> <li>• Liaise with and arrange other agency referrals as appropriate for children in their subject area;</li> <li>• Review provision on a regular basis by classroom observation to ensure Quality First Teaching for children in their subject area;</li> <li>• Oversee and co-ordinate the enrichment/extension activities in/across and beyond the school for their subject area; and</li> <li>• Keep records and evidence of activities to support MCLs for their subject area.</li> </ul>
<b>Class teachers</b>	<ul style="list-style-type: none"> <li>• Take steps to identify MCLs within their class as soon as possible using appropriate material/assessments;</li> <li>• Assess/gather data to support the nomination;</li> <li>• Liaise with the Headteacher and parents/carers throughout the time the pupil is in their class;</li> <li>• Agree, plan and implement appropriate provision as appropriate;</li> <li>• Record strategies to be used on class provision map;</li> <li>• Include provision in medium &amp; short term plans, as appropriate; and</li> <li>• Review provision regularly.</li> </ul>

### Use of outside agencies for training and provision

The academy and subject areas undertake a regular audit of teaching through classroom observations. The information gained is used to identify training needs and areas of development with staff. These identified needs are used to plan in-service training sessions and inputs by specialists, as well as to develop teachers in supporting MCLs.

The school makes full use of local staff training and whenever possible the Headteacher and other staff attend national and local courses and conferences to keep abreast with the national agenda.

The school is able to access support through:

**NAGC**  
**NACE**

<http://www.nagc.org/>

<http://www.potentialplusuk.org/>

These organisations do provide journals and courses.