



# Alderman Knight School

**Statement of how Alderman Knight is working to reduce any difference in progress between recognised groups of pupils.**

Date Reviewed	August 2022
Reviewed By	Hannah Shaw, Deputy Headteacher
Next Review Due	<b>August 2023</b>
Ratified by Governors	

Specialist School in  
**Communication & Interaction**



## Rational and Aims

Alderman Knight is committed to giving every pupil in its care the opportunity to fulfil his or her potential. Although all our pupils have additional learning needs in some areas it is recognised added factors may impact the progress of these pupils. In addition, many of the pupils at Alderman Knight have talents or academic abilities in certain curriculum areas which we need to recognise and develop.

The aim of this statement is to ensure that these factors and abilities are recognised and that pupils are enabled to make significant achievements during their time at Alderman Knight.

This statement should be read alongside the school Pupil Premium Strategy, Assessment Policy and Teaching and Learning Policy.

**At Alderman Knight we track the progress of all pupils and access and review the progress of recognised groups of pupils to see if there are any additional interventions or strategies which could be implemented to support pupils to achieve as highly as possible.**

### Definitions:

1. **\*Disadvantaged** – this includes all pupils for whom the school receives Pupil Premium monies because they are
  - entitled to free school meals (FSM)
  - in care (CIC/LAC)
  - adopted (the school receives Pupil Premium Plus monies for these pupils)

There are other pupils who should also be classed as disadvantaged due to additional or different needs at the current time that may result in them being likely to underachieve. Examples include medical needs (such as undergoing chemotherapy), military children, bereavement, being a young carer.

2. **More able within a particular teaching group in a subject.** Within any teaching group you will always have one or maybe two pupils who are noticeably more able than the others with that subject/class
3. **More able \*disadvantaged** within a particular teaching group in a subject. These are pupils are more able within the group and are also deemed to be disadvantaged in line with definition in 1.

## Identification

- Everyone in school has a part to play in identifying pupils who fit within these groups and recording the learning strengths of pupils.
- Progress and attainment will be recorded through the school assessment procedures and tracking system in addition to this identification and classification of pupils into the above groups is completed at each assessment period where interventions and strategies for pupils within these groups is recorded.

## Provision

### Teaching and Learning

Curriculum planning is always differentiated to meet the learning needs of all pupils. This planning includes meeting the individual needs of recognised groups of pupils and is included on the school planning formats. Additional provision for pupils in any of the recognised groups may also be made by:

- Targeted intervention for specific area of concern
- Providing the individual with opportunities and experiences additional to the usual school curriculum
- Providing integration links to mainstream schools where appropriate
- Moving the pupil to a different class group for certain areas of the curriculum
- Providing individual mentoring or guidance with an appropriate member of staff
- Providing guidance on additional work or self-study for the pupil
- Working with providers from outside the school to secure additional learning opportunities (sports, arts)
- Participating in local schools/ community events such as art exhibitions
- Providing clubs for pupils to develop their talents. Access to this provision is open to all, but pupils with particular talent will be encouraged to attend.
- Providing personal and pastoral support to pupils
- Providing opportunities for pupils to take part in subject competitions at a local and national level if appropriate.

***Alderman Knight also celebrates individual strengths in specific curriculum areas through a celebration of strengths scheme. Teachers can nominate pupils who have shown a talent or strength in a subject area and they will be awarded a subject badge in their house colours at a House Assembly. Staff will provide these pupils with additional and different opportunities such as internal and external competitions, enrichment sessions, invites to speakers inside and outside of school and additional resources and tasks in the classroom. Our aim is to provide additional opportunities to make sure that these pupils are enabled to reach their potential in this area.***

***Provision for these pupils should include more than just being given extra or more challenging work in lessons as this is part of planning for differentiation and should be completed as standard practice.***

## **Management of provision for recognised groups of pupils**

All adults in school have a responsibility for ensure progress of these recognised groups of pupils. It is the responsibility of every teacher to provide an appropriate curriculum for disadvantaged, more able pupils in their classes.

Monitoring and evaluation procedures in every subject also include the monitoring of planning and differentiation in all classes and will include a focus on any pupils identified as being in one of the recognised groups of pupils highlighted above. Every teacher should highlight pupils on planning and lessons plans. Every teacher is required to monitor the progress of these pupils through specific data sheets at each assessment period. Every teacher is required to record interventions and strategies for any pupil identified in one or more of these recognised groups. Individual departments should look for opportunities to offer their more able pupils enrichment experiences.

The progress of recognised groups of pupils within a subject area is the responsibility of subject leaders and subject leaders are required to report on the progress after each assessment period. Subject leader are expected to review the provision for these recognised groups of pupils annually in their subject evaluation. This provision will be monitored by the Deputy Head Teacher responsible for Teaching and Learning and the Head Teacher.

## **Transition**

On transition to another class in school [or to another school] information on identification, assessment and individual attainment and achievement will be shared. This will ensure continuity and progression in curriculum provision

## **Staff with specific responsibilities for recognised groups of pupils**

- Deputy Head and Assistant Head will have the responsibility for overseeing the implementation of this policy. Their responsibilities include:
  - Reviewing annually this statement policy
  - To support staff with the identification of recognised groups of pupils.
  - To monitor the associated data sheets three times a year [November, March, July]
  - To monitor teaching and learning to ensure recognised groups of pupils have relevant provision are being sufficiently challenged.
  - Designated teacher for Looked After Children/Children in care

