



Hazelwood School

MORE ABLE AND SCHOLARSHIP PROVISION POLICY

Principles

Hazelwood School is committed to providing an environment which encourages all learners to maximise their potential. Hazelwood School aims to educate all learners according to their needs such that they are challenged and fulfilled. These principles are reflected in our school promise.

Our more able provision complies with the Equality Act and aims to benefit all learners in our care in that it does not discriminate against pupils based on any protected characteristics or limit provision. Teaching staff at Hazelwood School are committed to extending provision to all learners when they judge it appropriate so to do, including those who may flourish in limited aspects of the curriculum and those who may be underachieving. Our approach aims to deliver excellence for all with potential benefit for all. By providing provision based upon the principle of excellence for all we aim to raise standards for all learners.

Aspects covered include provision of challenge, identification of learners for which such is appropriate, assessment of impact and refinement of approach.

This policy outlines the provisions made to meet the needs of learners at Hazelwood School, where the provision may be described as appropriate for more able, highly able and scholarship learners. In principle, such provision is available to all learners.

Definitions

A 'more able' learner is one who has the capacity for or demonstrates high levels of performance, above the level of their peers, in an academic area or in a non-academic area relating to:

- Physical talent
- Visual/performing abilities
- Mechanical or technological ingenuity
- Creativity
- Outstanding leadership and social awareness

'Highly able' learners are those who are performing already, or have the potential to perform significantly beyond their peers and exceed the needs of more able pupils in an academic area or in a non-academic area relating to:

- Physical talent
- Visual/performing abilities
- Mechanical or technological ingenuity
- Creativity
- Leadership and social awareness

Scholarship learners are those who have been identified as potentially meeting the scholarship criteria for their target school of choice. These criteria will vary from school to school.

Provision

High quality, challenging teaching in the day-to-day learning environment is the foundation of our provision. We consider that using daily opportunities to raise standards will offer significant opportunities for beneficial impact on our learners.

Teaching staff plan their lessons around schemes of work and differentiate appropriately for the learners in their class, with reference to NACE supporting materials, which are available on the Staff Drive, where appropriate. We strive for an underpinning teaching ethos of progression towards higher standards for all. A balanced curriculum, appropriate in breadth, depth and pace, should be offered. In addition to the ongoing incorporation of C.J. Simister's dispositions and the 'Growth Mindset' Principles of Carol Dweck into our teaching and learning, we promote complex creativity and problem solving skills through our 'BOX' philosophy. These philosophies continue to offer opportunities for differentiation, extension and enrichment.

In addition to the stretch and challenge offered daily, learners may also be offered additional support including tutorials, extension clubs, guidance regarding extracurricular activities (such as clubs and courses, both within and outside of school) invitations to represent the school and recommended visits, for example.

Further, the school commits to review recommendations made by external specialists and to include such provision where reasonably practical.

Responsibilities, monitoring and ongoing improvement

Teaching Staff

Identification of enrichment and extension opportunities in the daily learning environment as appropriate to the learner cohort is the responsibility of all teaching staff.

Assessment of impact upon the learners is also their responsibility from a day-to-day perspective.

Modification of provision for future learners in light of reflective practices are also the responsibility of all teaching staff.

Assessment for learning practices for example are the responsibility of all teaching staff in order that impact and progress is monitored on a day-to-day basis.

All teaching staff are also required to identify, and remove as far as is practicable, possible barriers to learning at a higher standard.

Teaching staff are also responsible for strategies to identify underachievement and for specific provision for those not making adequate progress.

Heads of Year in the Lower School

The Heads of Year in the Lower School oversee provision of differentiation, enrichment and extension for their year group.

In addition, they are responsible for overseeing assessment of impact, and for bringing to the attention of the Senior Assistant Head Academic and Heads of Department positive progress or concerns regarding progress.

Heads of Year in the Lower School are also responsible for assessment of impact, tracking and related documentation.

Heads of Department

Each Head of Department is responsible for: the specifics of their own curriculum area; identification procedure for more or highly able learners; ensuring appropriate differentiation, enrichment and/or extension is made available by all teaching staff that teach in their curriculum area; tracking of overall learner progress; nomination for additional provision; assessment of impact in their curriculum area across the cohort; and all related documentation.

Heads of Department are responsible for updating the more able register regularly and for building improvements to provision into their annual planning for their departments. In addition, they are responsible for ensuring that the policy is implemented in their curriculum area.

Heads of Department are responsible for overseeing the tracking of impact and progress of learners in their department, be it positive or negative and liaising with relevant teachers regarding any necessary interventions. Heads of Department are responsible for flagging positive and negative impact and progress to the Senior Assistant Head Academic.

Senior Assistant Head Academic

The Senior Assistant Head Academic is responsible for assessment of overall impact of the provision to support all learners and is responsible for responding to overall progress benefits and concerns such that all learners at Hazelwood School can ideally progress.

The Senior Assistant Head Academic is responsible for the curriculum planning, 'doing', monitoring, and refocusing. The provision described here forms a key part of the said curriculum programme.

The Senior Assistant Head Academic also has overall responsibility for making staff aware of the key actions required to progress the ongoing development of provision and is responsible for reviewing this Policy biennially.

Head

The Head is responsible for supporting the provision described in this policy, including allocation of appropriate resources to support the provision and prioritising whole school focus to facilitate the raising of standards.

Senior Management Team, Head and Education Committee (Governors)

The curriculum provision is further monitored by the Senior Leadership Team, Head and the Educational Committee (Governors).

Education Committee (Governors)

The Education Committee is responsible for reviewing this policy, timing in accordance with

the revision and review cycle.

Identification

A more able, or highly able, or scholarship, or potentially more able learner should be identified using a variety of methods. These may be quantitative or qualitative and may include observations and information from internal and / or external specialists.

The specific procedure will vary according to subject area but may include elements of some or all of the following:

- Teacher nomination
- Assessment results
- Peer or self-nomination
- Parental nomination
- Nomination from SENCO (including EAL)
- Specialist staff nomination

It is important to be constantly alert to the potential and demonstrated strengths of a learner and nomination may occur at any time.

It is important that the identification of scholarship pupils is a collaborative process between all relevant parties, especially Hazelwood School and parents. Hazelwood School is ambitious for its pupils and will support pupils wishing to apply for scholarships but the decision to do so must be in the best interests of the child and the School will advise parents on this, based on knowledge of the scholarship criteria of the target school.

The internal register of more able nominations, which is held in the Academic area of the Staff Drive, is regularly reviewed and updated by teaching staff.

Learners may move on and off the internal register as a result of their personal developmental journey. Where this is considered to be the case, teaching staff should document this once they have checked that it cannot be attributable to under provision of support.

This Policy was ratified by the Education Committee on 26 February 2025