

Abbeyfield
School



ABLE, INSPIRED AND MOTIVATED (AIM) POLICY

Status:	Approved
Governing Committee:	Quality of Education Committee
Author:	Selina Jones
Approved on:	9 th October 2019
Next Review:	September 2021

Able, Inspired and Motivated Policy

1. Rationale

All staff and the Governing Board at Abbeyfield School are fully committed to equality of opportunities for all. Abbeyfield is an inclusive school and we believe that every student regardless of ability has the right to be stretched, stimulated and encouraged to develop his or her full potential.

2. Definitions and Identification

Able Students

Able students are defined as follows:-

- KS3 & KS5: 120+ Mean CATS score; disadvantaged students 110+ Mean CATS score.
- KS5: ALPS QI8 score of 70+; 60+ for disadvantaged students.

We are aware that some Able students may be intellectually able but also appear on the Special Educational Needs register for behavioural, literacy, physical or sensory difficulties.

We are also aware that some students who achieve very highly at Abbeyfield are not on the Able register and do not place a ceiling on any student's achievement, instead encouraging all students to be aspirational in their learning.

Inspired and Motivated students are those who are enquiring and enthusiastic in their learning; they are our Abbeyfield Learners. Inspired and motivated students are identified by their subject areas based on attitude to learning. This includes students who have a particular ability in a specific subject area.

These students are placed on the AIM register which is shared with staff. It is expected that staff adapt their teaching to meet the needs of these students.

3. Roles and Responsibilities

3.1 The Board of Governors will establish, in connection with the Headteachers, a policy for Able, Inspired and Motivated provision and review it regularly. It will support the procedures as appropriate. A governor will be responsible for overseeing the provision and reporting to the relevant Committee as required.

3.2. Parents will support and encourage their children and the school in the initiatives, developments and strategies for Able, Inspired and Motivated students at Abbeyfield and will liaise with staff about the provision both in and outside of school.

3.3 The AIM lead teacher will provide, in consultation with the Headteachers, the strategic direction of the policy ensuring that a register of AIM students is maintained, and that progress is monitored. The Assistant Headteacher will ensure that the

identification process is fair, transparent, and flexible so that it does not discriminate against particular groups. They will ensure that AIM provision is mapped across the key stages and curriculum areas to ensure that opportunities are provided for AIM students across the school.

3.4 The AIM lead teacher will manage the register and update it annually. They will advise and alert staff to the latest developments and research in order to plan challenge tasks and activities, and to create an aspirational learning ethos in all classrooms.

3.5 The AIM lead teacher will monitor the provision for SEN AIM students in liaison with the SENCo and in liaison with other staff.

3.6 The AIM lead teacher will also monitor and evaluate the progress of AIM students each term based on assessment data and adjust/identify support and intervention through Heads of Department. **The AIM lead teacher** will also maintain a high level of awareness of the latest curriculum developments and research on teaching and learning and to disseminate and implement them as appropriate.

3.7 Heads of Departments (or their delegated AIM champions) will be responsible for ensuring that:

- AIM provision for their area is clear in their subject areas and that adequate provision is made for identified students
- All department staff are aware of the needs of AIM students, and HoD's will have in place QA procedures to monitor this provision
- The curriculum offers schemes of learning and teaching sequences that are appropriate in bringing about challenge and a culture of aspirational learning for Able students
- Staff in their area are fully aware of the needs of the most able students across the whole school and that their lesson planning and delivery individualises the learning experience for students on the Able register
- Students in their area are sufficiently challenged and stimulated in their work.
- Enrichment opportunities are available for AIM students in their learning area (as appropriate)
- Able students who are failing to achieve their potential are identified using termly data (in consultation with Heads of Stage) with targeted intervention and mentoring.

3.8 Teaching staff will be responsible for ensuring that they highlight Able student data in their mark book and monitor attainment profiles. Teachers are responsible for the planning and delivery of lessons that meet the individual needs of the most Able, Inspired and Motivated students. Differentiated starting points, and clearly signposted and targeted challenge tasks should be used to support the most Able students. In cases where attainment is lower than anticipated, teachers will reconsider teaching and learning strategies, taking the opportunity to discuss progress with the student and parent as part of the process.

4. Procedures

The procedures that support this policy will be developed by **the AIM lead teacher**. They will be clearly communicated to staff and parents.

5. Outside Agencies

The AIM lead teacher will actively seek the support of outside agencies in delivering aspects of this provision where appropriate and possible.

6. Training

Staff will be supported in the implementation of this policy through high quality training which maybe formal or informal in nature, as appropriate, bearing in mind best value.

7. Other Policies

This policy should be considered in conjunction with other policies, including Teaching and Learning, Equal Opportunities, Curriculum.

8. Monitoring and Evaluation

The Headteachers will monitor the implementation of this policy and report to the Governing Board on its effectiveness.

9. Review

The policy will be reviewed by the Board of Governors every two years.