



Sidcot  
Live Adventurously

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**Policy Name: Lead Learner Policy**

**Policy Number: 6.10**

**Date: 07 October 2019**

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## 1. Introduction

- 1.1 Sidcot School is an educationally inclusive School where the teaching and learning, achievements, attitudes and well-being of every pupil and student matter. We recognise that pupils and students have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs and we welcome the challenge presented by able pupils and students.
- 1.2 'Lead Learner' describes students with the ability or potential to develop significantly ahead of their peers. Lead Learners may be those with abilities in one or more academic subjects, such as Maths or English or those who have practical skills in areas such as sport, music, design or creative and performing arts.
- 1.3 Skills and attributes such as leadership, decision-making and organisation may also be taken into account.

## 2. Scope and Distribution

- 2.1 This is a whole school policy. References to pupils relate to the Junior School and references to students relate to the Senior School.
- 2.2 This policy is available on the School website, and the school intranet. It is available in hard copy form, and may be made available in accessible formats upon request.

## 3. Aims

- 3.1 The School aims to meet the individual needs of all students to help them succeed in their learning and to maximise their potential.
- 3.2 The aims of our Lead Learner student policy and practice in our school are to:
  - Raise aspirations,
  - Strive for excellence in all areas,
  - Encourage students to perform to the best of their ability,
  - Create an atmosphere in which all our students, including the most able, can flourish,
  - To develop higher order thinking and learning skills through appropriately targeted activities.

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#### **4. Identification of Lead Learner Pupils and Students**

4.1.1 Teachers identify the most able students in their classes and are aware of their range of abilities. Each faculty will use assessment data, along with knowledge of individual pupils /students, their aspirations and abilities to identify pupils/students who are Lead Learners in their subject area and will nominate individuals for inclusion on the lists of Lead Learner pupils and students. This will normally reflect those who perform in the top 5% nationally, but allowance will also be made for ability, not just achievement, to ensure that underachievers are also identified. A Lead Learner Champion in each department is responsible for meeting with these students on a termly basis, to set and check through extension tasks and to look through their portfolio of enrichment tasks.

4.2 Identification will draw on a wide range of information including:

- Quantitative data including available test data and results of teacher assessment (eg, CATs, GCSE, and performance grades for music, dance, Junior school end of term assessments etc);
- Qualitative information, including staff assessment, and examples of pupils/students' work; and
- Rate of progress, including value-added data and reference to prior attainment/achievement.

4.3 Lead Learners and Scholars meet their Lead Learner Champions once a term, with the process being overseen by the Academic Enrichment Co-ordinator. The Academic Enrichment Co-ordinator will also liaise with the Lead Learner Champions, parents of the students on the programme and meet with students sporadically to talk through their portfolio of enrichment opportunities.

4.4 In addition, the school offers a scholarship programme designed to enable students who have a particular talent or aptitude to perform at the highest level. These students have been incorporated on the Lead Learner Programme and will be supported mostly in their specialist areas. They will also receive further opportunities such as Workshops, Conferences and Public Speaking Competitions.

#### **5 Lead Learner Provision**

5.1 Teachers will ensure that Heads of Department and Faculties and Lead Learner Champions are aware of most able pupils/students. The emphasis should be on providing an appropriate, challenging and supportive environment where young people can fulfil their potential.

5.2 Teachers use a variety of forms of differentiation in their teaching and lesson content is varied to take account of the needs of all learners, including the more able. High expectations are set for Lead Learners, who may be grouped together for specific subjects or activities, in order to ensure that lesson pace is geared to take account of their more rapid progress.

5.3 Lead Learners and Scholars will be stretched through a variety of means, including more challenging, or extended tasks; and differentiated prep activities.

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Strategies used include:

- lesson plans which accommodate the needs of gifted and talented students, recognising and building on what learners already know, avoiding unnecessary repetition and setting out appropriate objectives;
- a classroom culture of high expectations and aspirations, in which it's 'cool to be clever' and where all sorts of talents and abilities are valued;
- presenting the curriculum as a series of problems to be solved rather than a body of knowledge to be absorbed;
- the use of varied teaching approaches to make learning an enjoyable and challenging experience, matching tasks to learners' maturity and preferred learning styles:
- encouraging independent thinking and open inquiry;
- selecting and using questions that stimulate higher order thinking;
- encouraging and supporting pupils/ students in asking their own questions;
- promoting and modelling a variety of thinking skills;
- modelling and requiring the students to use effective problem solving techniques; and
- using class discussion effectively;
- the development of young people's confidence, self-discipline and understanding of the learning process (metacognition): helping them to think systematically, manage information and learn from others;
- the use of peer and self-assessment to make young people partners in their learning, help them to assess their work, reflect on how they learn and inform subsequent planning and practice;
- stimulating and paying attention to the student voice; and
- linking out of class experiences with day-to-day learning.

5.4 The School's rich provision of extra-curricular activities provides further opportunities for extending the more able as well as engaging those who find some of the curriculum challenging. Opportunities are offered in both academic, creative and sporting activities, such as maths café, Mandarin club, music groups, drama and sporting activities.

5.5 In addition, Lead Learners regularly participate in challenging activities beyond the classroom. Examples of this are: university events for maths, science and design; participation in competitions with other schools; language trips; foreign language plays; lunchtime music recitals; theatre trips; visiting authors and speakers; Edinburgh Fringe productions; events for national science week; Arkwright Engineering Scholarship programme; design challenges; participation in competitive sport and trials; officiating opportunities; arts visits; photography and film competitions; guildhall music examinations; music competitions; and many more activities.

5.6 Junior School Lead Learners are given the opportunity, in Year 6, to widen their experience of their subject through additional lessons with Senior School staff. This is a natural aid to transitioning and ensures a continuation of skill development. Lead Learners are identified and are provided with enrichment

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tasks in lessons, as well as a choice of tasks to work through outside of the classroom. Pupils are required to complete a Lead Learner Log, which is signed by parents and to include photographic evidence in order to build up a portfolio.

## **6 Review**

This policy will be reviewed annually, unless change to policy or practice dictates a sooner review, by the Deputy Head Academic and the Junior School Head in consultation with the Academic Enrichment Co-ordinator.

## **7 Relevant Policies**

- 2.11 Equal Opportunities Policy
- 3.13 Scholarship Policy and Procedure
- 3.1 Admissions Policy
- 6.1 Curriculum Policy
- 6.4 Special Educational Needs and Disability (SEND)
- 6.2 Assessment Policy – Academic

## **8 Document change history**

Date of change	Detail significant changes and any new legislation / guidance taken into account
2.12.2016	Updated to reference scholarships and support with university applications
02.03.2017	Updated to include Junior School references.
26.4.2017	Reviewed – no changes
07.10.2019	Updated to include new practices such as move from Gifted & Talented to Lead Learners, and the introduction of the Lead Learner Log and Portfolio.