

THE DUSTON SCHOOL

More Able Approach

Statement of Intent

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www.thedustonschool.org

At The Duston School, our core aim is to help every pupil climb the tree of knowledge so that they can access university, higher education, employment or an apprenticeship, and become the very best version of themselves. We are committed to ensuring that our most able pupils are inspired to strive academically, embrace intellectual challenge and maintain a lifelong love of learning.

Our approach to supporting more able pupils is rooted in our belief that knowledge begets knowledge. Through a knowledge-rich curriculum, we provide pupils with access to powerful disciplinary knowledge that broadens their understanding of the world, develops cultural literacy and equips them with the intellectual tools needed to fulfil their ambitions. We believe that high prior attainment should be matched by high expectations, and that our most able learners should be consistently challenged to think deeply, critically and creatively.

The enacted curriculum is carefully sequenced to ensure that knowledge is retained within pupils' long-term memory and connected through increasingly sophisticated schema. Through the deliberate use of retrieval practice, interleaving and thoughtful curriculum design, pupils are encouraged not only to acquire knowledge but also to apply, analyse and synthesise it across a range of contexts. For our more able learners, this means regular opportunities to engage with complexity, ambiguity and higher-order thinking.

Oracy is a central pillar of our provision. We believe that intellectual confidence is developed through purposeful discussion, healthy debate and the ability to articulate ideas with precision and authority. Our more able pupils are encouraged to become confident scholars who can communicate effectively, challenge viewpoints respectfully and engage critically with the ideas and perspectives of others.

At The Duston School, we are committed to a quality-first teaching approach in which all pupils experience stretch and challenge in every classroom, every day. Whilst high-quality teaching remains the primary driver of achievement, we recognise that some pupils benefit from additional opportunities to develop their talents and academic potential. Therefore, alongside classroom provision, we provide targeted support, enrichment opportunities and experiences designed to broaden horizons and foster aspiration.

Identification of More Able Pupils

Pupils are identified as more able through a range of measures. Upon entry to Year 7, Key Stage 2 attainment data, particularly in English and Mathematics, is used to identify pupils with the highest prior attainment. These pupils are placed on the school's More Able register.

Subject teachers also play a crucial role in identifying pupils who demonstrate exceptional aptitude, attainment or potential within their disciplines. In addition, the Physical Education

department maintains an Elite Athlete register for pupils competing at county, national or international levels.

Identification is viewed as a dynamic process. Pupils may be added to the register throughout their school journey as their talents emerge and develop. Through ongoing assessment and staff collaboration, we aim to ensure that all pupils with high potential are recognised and supported effectively.