

# **POLICY FOR MORE ABLE STUDENTS**

**FEBRUARY 2016**

**Related Policy**

**Teaching and Learning Policy**

## Reader Information and Asset Registration

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## 1. Aims

The aims of our school in relation to More Able students are:

- 1) To make staff aware which students left primary school achieving the highest levels in Maths and English
- 2) To involve staff in identifying those who show particular 'talent and flair' in their subject area
- 3) To provide More Able students with a day to day diet of lessons matched to their ability that stretch and challenge them
- 4) To provide extra-curricular opportunities to increase aspirations
- 5) To monitor the progress of More Able students, intervening where necessary

## 2. Definitions

There is no national definition of More Able students. However, broadly speaking More Able students are those who have ability or abilities beyond the large majority of students in the school and who consequently require more challenging learning. These students have the ability to learn faster and explore their learning in more depth than students of lesser ability. In national documents the terminology 'More Able' has largely replaced the term 'Gifted and Talented.'

## 3. Identification

Students who achieve the highest grades in Maths and English in their KS2 SATS are the group of students for which the school is held to account by OFSTED in terms of progress and attainment. Before the removal of levels these students were those who achieved Level 5 or above in both English and Maths. With the changes to the KS2 SATS these students will be now be identified through teacher assessments and average point scores. These students are coded 'G' for General under the More Able tab on SIMS so that staff know who these students are. Students who performed high scores in Maths but not English in their KS2 SATS are coded 'M'. Those who did so in English but not Maths are coded 'E'.

Of course there are students in school who are 'More Able' in particular subjects (PE or Technology for example) yet did not perform highly in KS2 SATS. There are also those who 'had a bad day' when the SATS took place, or didn't perform well but have shown real talent and flair since starting secondary school. To ensure these students are not missed, twice a year departments are asked to select those students who stand out in their subject areas. The names of these students are added to the SIMS More Able register with the subject code used next to their name.

## 4. Provision

### 4.1 In lessons:

The responsibility of provision for more able pupils lies with every teacher. Teachers plan lessons 'from the top down' with the ability of the More Able students before them in mind. These students are given more challenging tasks, not more of the same. They may be invited to explore a topic in more depth, use resources requiring a higher level of literacy, complete different homework and / or be used in lessons as leaders, developing leadership skills and co-operative values through helping others.

## 4.2 Extra-Curricular

More Able students are invited to take part in a variety of enrichment and extension activities. These activities vary from year to year depending on the external opportunities available. A sample from the 2015/16 academic year includes –

- i. The Exeter Access to Higher Education Programme. This is a planned programme of 6 sessions throughout the year led by student ambassadors from Exeter University to give More Able students an insight into University education. 45 of our students are currently involved.
- ii. The Trelawney Academy. This is an academy for Year 7, 8 and 9 students who have the potential to achieve A\*'s across the board at GCSE and A Level. These students meet with the More Able Co-ordinator half termly and follow an individually bespoke programme.
- iii. Department More Able opportunities include - Bloodhound Car Racing Project (Engineering); Science Leaders; London Experience (Humanities); Youth Speaks (English); Sports Leaders (PE); Arts Leaders etc.
- iv. Excellence Academies (Football, Creative Arts and Maths). These academies offer additional opportunities and experiences for students who excel in these areas, e.g. visits to Warwick University maths department, master classes with professional artists, football coaching with Plymouth Argyle coaches

## 5. Monitoring, Assessment and Evaluation

Students' achievements are monitored and evaluated against set individual targets as per whole school policy. More Able students who are underachieving are flagged up in RAG meetings and intervention put in place. In addition to this the More Able co-ordinator meets with a selection of parents of More Able students on parents evenings, performs learning walks and student voice, feeding back to ELT and individual teachers as required.

## 7. Named Co-ordinator and Named Governor

- i. The More Able Co-ordinator for our school is Wendy Birkbeck
- ii. The More Able link governor is Sadie Mollard.

## 8. Continuing Professional Development

- i. Regular training for the More Able Co-ordinator
- ii. Appropriate in-service training for all staff. This includes having a More Able Champion within each faculty area. Each Champion belongs to the More Able school improvement team which meets 6 times a year.

## 9. Process for Development and Review

- i. The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities
- ii. Our commitment to support the more able pupils is reflected in our School Improvement Plan
- iii. This policy and the success of the school's provision will be reviewed annually by the MABLE Co-ordinator/ Headteacher.