

MORE ABLE POLICY

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1. INTRODUCTION

The core purpose of our School is to provide excellent, innovative and creative education that enables all students to realise their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community, continuing to learn, and contributing to a better world for all.

The Policy for the More Able aims to address the issue of whole-school provision for more able pupils and is central to The Junior and Senior School's ethos of continuous improvement. We will ensure that all more able students have the opportunities to learn, develop and achieve to the best of their ability through challenge and enrichment.

2. AIM

- To ensure that all students achieve their full potential at any stage in their primary and secondary education
- To successfully identify pupils who are more able
- To identify those pupils who have potential but are currently underachieving
- To ensure that all staff receive appropriate support and training in identifying and providing for our most able pupils
- To provide support and challenge in the classroom, and to foster an ethos of high expectations in teachers and pupils
- To ensure that pupils receive appropriate academic and pastoral support to help them achieve their potential
- To develop a system of monitoring and evaluation to effectively track the progress of these pupils
- To work with parents to help pupils achieve their potential and to stretch and challenge further
- To provide a range of additional and enrichment opportunities to develop the experiences of these pupils

3. DEFINITION

Which students are we talking about?

- Pupils with a particular ability in art, music, sport or the performing arts
- Pupils with the potential to achieve at a higher level than the majority of their peers in the academic subjects

Definitions of the More Able, are diverse but whatever definition is used it should reflect the make-up and ethos of our School. In general terms, when considering pupils who may be more able, we may assume that the pupils' abilities will be in one or more of the following areas:

- General intellectual ability or talent
- Specific academic ability or talent
- Visual arts
- Performing arts
- Sports
- Leadership ability
- Organisational skills
- Creative thinking
- Mechanical ingenuity

- Heightened abilities in empathy, understanding and negotiation
- Active involvement in school life

4. IDENTIFICATION STRATEGIES

Care should be taken to ensure that identification:

- Reflects ability rather than achievement
- Includes talent areas
- Does not unduly disadvantage any group of learners

Whole School Register: the Whole School register will be compiled by making a judgement based on an analysis of a variety of sources of information. This information will include:

- Teacher nomination
- Checklist of characteristics – generic
- Department specific identification criteria
- KS2 results for Y7
- Progress made between key stages/year
- Examination results end of KS4 results ((I)GCSEs)
- Baseline/Midyis/Yellis/Alps
- End of Year assessments
- Psychoeducational evaluations

Methods can differ between age phases and between different subjects.

5. BASIC CHARACTERISTICS OF MORE ABLE STUDENTS

- Follows complex directions easily and is superior in quantity and quality of vocabulary compared with peers
- Has the ability to lead and influence others
- Has a broad attention span, shows perseverance in solving problems and pursues interests to a high level of success
- Sees connections, relationships, cause-effect, bias and distinction between fact and opinion clearly and easily
- Has superior powers of reasoning, deals well with the abstract and makes generalisations from the specific
- Has got unusually high standards and becomes frustrated if is unable to achieve excellence.
- Can be interested in topics which one might associate with an older child
- Shows unusual and original responses to problem-solving activities
- Is artistic
- Is musical
- Excels at sport
- Has strong views and opinions
- Can focus on his/her own interests rather than on what is being taught
- Can appear arrogant
- Is easily bored by what they perceive as routine tasks
- May participate in a number of extra-curricular activities in and out of school

It is recognised that students who are more able, do not always demonstrate their true potential. We should aim to identify students who appear to be underperforming and to implement intervention strategies as soon as possible.

6. OTHER CONSIDERATIONS

- They may have abilities in one or more areas.
- May excel in one area but will find other areas challenging.
- They may be EAL students.
- May also be on the SEN register.

7. PROVISIONS

IN-CLASS PROVISION

The Curriculum:

It is the responsibility of departments and classroom teachers to ensure that all More Able students are given work that is suitably challenging and which enables each one to achieve his or her potential.

Heads of Department/Faculty should ensure that these provisions are outlined in schemes of work/lesson plans and are further supported by a teaching specialist wherever possible:

- Teaching strategies should consider all abilities.
- Teachers should always have the highest of expectations of all students.
- The provision of extension activities and tasks.
- Differentiated tasks within curriculum areas including differentiated homework.
- The opportunity for more able, students to work together.
- Independent learning and student led activities.
- A variety of activities which will engage and challenge the more able students.
- The opportunity to take the initiative in terms of their learning such as organising their own work.
- The opportunity to evaluate and become self-critical.
- Creating opportunities which will develop self-esteem.

OUT-OF-CLASS ACTIVITIES/ENRICHMENT:

Enrichment/extra-curricular activities should provide opportunities for more able students to use and develop their skills outside the curriculum.

Enrichment activities should challenge and inspire students. These may include:

- Visiting speakers, school productions, lectures
- Entering local and national competitions
- Subject specific enrichment days or activities
- Taking the lead in organising and presenting assemblies, events etc
- Participating in mentoring schemes
- Sporting competitions
- Coaching younger children in sport
- Master classes and conferences
- Musical concerts, Drama workshops and performances
- Working towards additional academic qualifications

8. MENTORING

Mentoring could also help in improving performance, building confidence and self-esteem and in finding solutions to underperformance.

If needed for events/competitions etc. students will be assigned mentors (form tutors, volunteer staff, Heads of Department, Heads of Year/Key Stage) who will support and guide the student.

9. ROLES AND RESPONSIBILITIES BOARD OF GOVERNORS

- To approve the implementation and monitoring of the Policy
- Senior Leadership Team
- To monitor and evaluate the implementation and impact of the Policy
- To modify and update the Policy in the light of educational developments and the changing needs of the School
- To provide appropriate support, training and resources for departments and individuals to be able to implement the Policy
- The More Able Coordinator at SS/SENCO at JS
- To modify and update the Policy in the light of educational developments and the changing needs of the School
- To provide appropriate support, training and resources for departments and individuals to be able to implement the Policy
- To support students to achieve their full potential
- To support subject teams in their implementation of the Policy
- To maintain an up-to-date register of More Able students and to monitor their academic progress

10. SUBJECT TEACHERS

- To ensure that the teaching and learning in the classroom offers opportunities for extension and enrichment
- To use differentiated activities which will challenge learners and encourage self- evaluation and self-criticism
- To ensure that More Able students are engaged, using initiative, developing independent learning
- To know year group More Able pupils for planning purposes
- To produce schemes of work that contain extension/enrichment activities and differentiated material for identified students
- To identify students who meet the More Able criteria

11. HEADS OF DEPARTMENT/FACULTY/SUBJECT LEADERS

- To prepare together with departmental staff subject specific criteria for More Able students
- To liaise with the appropriate Head of Year/Key stage regarding these criteria
- To identify students who meet these criteria
- To provide schemes of work that contains extension/enrichment activities and differentiated material for identified students
- To monitor the effective use of resources and differentiated material
- To evaluate the progress made by students in their subject and to implement intervention strategies for those underachieving

12. PASTORAL TEAMS/YEAR GROUP LEADERS

- To monitor the impact of the Policy on student performance, progress and well-being
- To be aware of More Able students in their year/key stage group
- To liaise with heads of Department/Faculty/Subject Leaders regarding extension/enrichment opportunities
- To assist in keeping the register up to date
- To evaluate the progress made by students through the analysis of quantitative data
- To evaluate the progress of More Able students who are underachieving
- Ensure that pastoral systems are in place to support individual development
- To be aware of More Able pupils in year group (For LSAs)
- To support subject/class teachers in ensuring that opportunities for enrichment are part of the teaching and learning in the classroom

13. ALL MEMBERS OF THE SCHOOL COMMUNITY

- To be aware of the principles of the Policy
- To keep those principles at the centre of all their work

14. RELATED POLICIES

The Policy should be used in conjunction with:

- Assessment Recording and Reporting Policy
- Curriculum Policy
- Inclusions Policy
- Teaching and Learning Policy
- Behaviour Management Policy and Procedures

END