

Saint John Houghton Catholic Voluntary Academy

Policy for More Able Students

“Every child wants to be good at something, and every child can be.”

Professor Joan Freeman, Patron of NACE, *How to Raise a Bright Child*

“Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.”

Professor Deborah Eyre, 2001

1. Rationale

Our school mission states that we should aspire to recognise a student’s uniqueness and to establish a whole curriculum which will balance the highest academic standards. At Saint John Houghton Catholic Voluntary Academy we believe that all of our pupils should be given the opportunities to achieve success through learning at a level appropriate to their development and ability and to make the greatest possible progress. We strive to provide learning opportunities which are appropriate to the needs, talents and abilities of all our pupils.

2. Aims

We aim to provide for the More Able students by:

- Identification and recognition of their abilities from point of entry to the school.
- Giving students an education which is appropriate to their abilities and needs.
- Giving students the opportunity to develop specific skills and talents using additional resources within and out of the school environment.
- Providing a variety of extension and enrichment activities both within lesson time and in extra-curricular activities.
- Giving students care for personal, social, cultural, spiritual and emotional development.
- Allowing students opportunities to broaden horizons and raise aspirations.
- Celebrating achievement.
- An increase in expectations from both teachers and pupils.

3. Definitions

Our definition of More Able pupils is those pupils who

- Achieve high levels at the end of KS2
- Achieve a high CATs score
- Are assessed by teachers as working above the expected level for their year group.
- Are assessed by teachers as being in top 4% of their year group

DfE and Ofsted define *More Able students* as those with academic ability which ‘places them significantly above the average for their year group’.

Students described as More Able will be those who achieve, or have the ability to achieve at a level significantly higher than the average for their year group in the school.

4. Identification

The identified students are recorded and entered onto the MORE ABLE register which is then made into a working document for subject areas to use as part of their teaching. This is a working document that can be changed based on a teacher’s assessment throughout an academic year.

The identification of the More Able students will not be an end to itself but will help the school address the needs of the More Able and in doing so improve the provision for all pupils.

Particular attention will be paid to those children who are both More Able and designated 'disadvantaged'.

5. Monitoring

The monitoring of our More Able students is carried out throughout the whole of the academic year by three separate groups of people;

1. *Students* evaluate themselves, directed by the Progress Leaders and based on their Go4Schools data.
2. *Subject teachers/Curriculum leaders* are responsible for setting differentiated extension work that allows the student to be challenged and enables them to work independently. Curriculum leaders could run extra curricula activities to further enrich their learning.
3. *LMT member with responsibility for More Able students* is responsible for collating the More Able register which is available to all staff. This person will also organise and facilitate enrichment programmes for KS3 and KS4. This includes the afterschool workshops for 'Mission Possible' and the 'Pupil Takeover Day'. This person will also organise off-site activities for those pupils who have made a commitment to the afterschool workshop.

Throughout the year data is collected, stored and analysed on the schools data collection system (Go4Schools). This system can be accessed by teachers, pupils and parents

6. Organisation Response

Developing the curriculum for the More Able will involve:

- Continuing staff development opportunities to increase the depth variety of extension and enrichment activities with the classroom.
- Occasional modification of the regular curriculum to provide enrichment activities.
- Opportunities to enter competitions run by private groups and industry.
- Contact with professionals who are not primarily educators.
- Development of appropriate pastoral strategies.
- Purchase of extra enrichment and extension resources.
- Funding of off-site activities.
- Cross curricular links to enable More Able students to interact with each other and work as a team.
- Using More Able students to mentor younger or less able students.

7. Provision

We pride ourselves on our school ethos of providing students with a supportive environment in which to flourish. To create this effective teaching and learning environment we have a school chaplain who will work with students to ensure they have a smooth and trouble free experience whilst in our school. We also provide a positive environment in which success is rewarded through celebration of achievement evenings.

Our teaching and learning is often observed through focused learning walks and appraisal observations. Within these observations teachers are encouraged to give students higher order questions or activities that allow students to expand on a task.

8. Personal, Emotional and Social Issues

We recognise that some of the More Able pupils may have:

- Low self esteem
- Poor study skills
- Difficulties in social interaction
- Problems with concentration
- Displays of challenging behaviour

9. Monitoring, Assessment and Evaluation

During the academic year a subject specific development plan for MORE ABLE is reviewed during curriculum and departmental meetings. All subjects should continue to review their provision for More Able students, particularly in the light of current curriculum developments. The focus for academic year 2015-16 will be Year 7.

Policy Approved by the Governing Body: 20 April 2015

Date for next review: January 2018

DfE quotes

School leaders should:

- develop a culture of high expectations for students and teachers in Key Stage 3 and rapidly improve the quality of curriculum delivery, teaching and assessment, especially in foundation subjects
- ensure that teachers and leaders in Key Stage 3 use information held by primary schools about students' learning and achievements in Key Stage 2 effectively, so that work for the most able students provides the right level of challenge
- identify designated staff and governors to champion the needs of disadvantaged most able students
- give Key Stage 3 equal priority with other key stages when allocating teaching staff to classes
- provide training for teachers of all key stages so that their teaching routinely challenges the most able students
- ensure evaluations of curriculum delivery, teaching and learning in Key Stage 3 are robust and lead to rapid improvements
- involve universities, other providers and employers in training school staff to provide expert advice and guidance to the most able students, especially those who are disadvantaged, about the opportunities open to them in higher education, apprenticeships and other work opportunities

“Her Majesty’s Inspectors identified too much complacency in many of the schools visited. In these schools, the leaders indicated that they were satisfied with their most able students making the ‘expected progress’, but all too often, aspirations of what these students could achieve were simply not high enough.”

“The general consensus among the most able students spoken to in over half of the schools visited confirmed that work in Key Stage 3 is too easy.” -

(Ofsted: The most able students –an update since June 2013)

Specific Focus for More Able 2015

- Raise the profile and expectations of More Able pupils in KS3 through an after school challenge club: M.I.T. The pupils work towards a Pupil Takeover Day in which they teach a lesson to some of their own year group.
- Challenge KS3 students to do independent work through ‘Mission Possible’ challenge.
- Ask KS4 More Able students to assist at the afterschool club on a voluntary basis.
- Build up a pattern of occasional peer mentoring between More Able in KS3 and KS4.
- Identify a governor with specific responsibility for More Able students.
- Create a climate of high expectation –particularly in KS3
- Ensure the KS£ curriculum is challenging for all pupils, especially the More Able.
- Provide cultural experiences –on and off site –to further challenge the MA.