



More Able policy

Rationale

At Endon High School we are committed to providing high quality education for all our pupils.

We believe in a rich, challenging and stimulating curriculum which will benefit all children, some of whom will be more able than others. At Endon High School, we aim to provide an ethos that challenges and supports our pupils towards high achievement and self-esteem. We encourage and motivate pupils to become interested, high quality learners. We want to involve all our pupils in their learning and make them future lifelong learners who can respond to challenges and opportunities.

The recognition and meeting of the needs of able pupils will raise expectations, create a culture where success is valued and therefore raise standards throughout the school community.

Aims

- To recognise that more able pupils have particular needs that must be met.
- To foster a love of learning and the pursuit of excellence.
- To enable all children to reach their full potential by providing a rich, stimulating and challenging curriculum.
- To work in partnership with parents/carers.
- To develop and maintain an inclusive approach to education.

Definition

Our definition of more able pupils refers to those pupils with marked aptitude in one or more areas or who may possess exceptional skill in one or more areas. More able is the term applied to those young people who have high learning potential and so are achieving, or have the potential to achieve, at least substantially beyond the rest of their peer group. Those students who have high learning potential thrive on new learning experiences; they need opportunities, challenge, resources and encouragement.

Identification

More Able pupils are recognised pupils entering the school with 'greater depth' KS2 scores, those consistently performing at the Excellence level in KS3 and those performing or showing the potential to perform at grade 8 & 9 at GCSE.

A range of **methods of identification** are used as we recognise each one has its limitations: -

- Teacher assessment
- Exam and test results
- Subject indicators

Positive indicators are the possession of one or more of the following characteristics/abilities:-

- Inquiring mind
- Verbal fluency
- Transfer/manipulate knowledge and skills
- Long concentration span
- Responds well to questioning
- Approaches tasks methodically
- Higher order thinking skills
- Detailed explanations
- Learns easily
- Original/creative/imaginative thinking
- Analytical
- Flexibility/adaptability
- Insightful
- Intellectual curiosity/inquisitiveness

- Good memory
- Strong feeling and opinions
- Ability to construct abstractly
- Ability to infer
- Is keenly observant

We recognise that not all pupils capable of being identified as more able are high performing and we must be vigilant of spotting potential as well as. The potential of some more able pupils may be masked by underperformance due to factors such as: frustration, low self esteem, lack of challenge and low teacher/parent expectation.

Provision

The needs of more able pupils are met at Endon High School through: -

- The provision of an 'Excellence' curriculum where tasks are appropriately challenging.
- Lessons should be taught to the 'top' and scaffolded down- not taught to the middle with a bolt-on 'excellence' task.
- Appropriate grouping in class.
- Provision of an effective learning environment.
- Questioning techniques which use higher order questions to challenge and develop thinking skills (analysis, creative thinking, speculation, evaluation, justification, inference, hypothesis, synthesis)
- Extension and enrichment.

Transfer and Transition

Effective recording and communication systems (e.g. SISRA and MINT) will ensure that as far as possible teachers are aware at the start of each year of: -

- Levels of achievement
- Potential of all the learners
- Work already covered

Monitoring and Evaluation

The Assistant Headteacher, Curriculum will monitor the quality of provision/curriculum across all subject areas. Curriculum leaders will also monitor more able pupils progress, supported by key UPS3 teaching staff, in specific subject areas.

The Assistant Headteacher, Curriculum, head teacher, SLT, and governors will monitor the effectiveness of the policy which will be reviewed annually with staff.

Roles and Responsibilities

The Assistant Headteacher, Curriculum Pupils will: -

- Review provision for gifted and talented pupils
- Ensure More able highlighted on SISRA and MINT
- Oversee/co-ordinate the administration associated with external enrichment courses
- Liaise with the head teacher, curriculum leaders and SENCO
- Complete an action plan for each year

Curriculum Leaders will: -

- Monitor the progress and provision of pupils registered as more able in the specific curriculum area(s)
- Ensure schemes of work and planning contain appropriately challenging tasks and learning opportunities to provide challenge for all pupils to the level of excellence at KS3 and 8/9 at GCSE.
- Provide appropriate resources to stimulate and extend thinking

Class Teachers will: -

- Ensure more able pupils are set appropriately challenging tasks and learning opportunities in the context of challenge for all to the level of excellence at KS3 and 8/9 at GCSE.
- Use appropriate challenge
- Track progress of more able pupils

- Seek advice and support from the Curriculum Leaders/Progress Managers when necessary

Inclusion Support Assistants (ISAs) will: -

- Work with class teachers to ensure effective provision
- Assist in challenging more able pupils

Policy reviewed October 2018

To be reviewed every 3 years – next review October 2021