



# More Able Policy

Adopted: March 2016

Review date: March 2019

## **Aim**

To ensure that all of our more/very able pupils are suitably challenged and supported to reach their potential in terms of academic progress and opportunities to develop their specific skills and strengths.

## **Objectives**

- To ensure that more/very able pupils throughout the school, including disadvantaged students have the opportunities to make outstanding progress across the curriculum.
- To ensure that all more/very able pupils, including disadvantaged more/very able pupils, achieve ambitious destination outcomes.
- To provide a powerful curriculum that extends and enriches the learning experience of more/very able pupils.
- To provide challenging teaching that stretches and inspires more/very able pupils.
- To accurately assess and track the progress of more/very able pupils so that focused interventions can be used where necessary to support progress.

## **Definitions**

### **More able students:**

*Students who are more able than the national average in a particular subject. This will be identified through testing, teacher assessment, participation in extracurricular activities, and where appropriate, helping students identify their own innate ability. Departments within the school have set criteria as to what constitutes a more able student.*

### **Very able students:**

*The most able students, who are well above the national average in a particular subject (Typically the top 10%). This will be identified through testing, teacher assessment, participation in extracurricular activities, and where appropriate helping students identify their own innate ability. Departments within the school have set criteria as to what constitutes a more able student.*

## **Roles and responsibilities**

Department heads will:

- track the progress of more/very able pupils and the progress of key groups within the more/very able cohort
- monitor and track the appropriateness of the curriculum for more/very able pupils
- work with the relevant staff to ensure appropriate and ambitious information and guidance is provided for more/very able pupils
- work with the relevant staff to ensure that the teaching of more/very able pupils is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of more/very able students

The more able co-ordinator will:

- keep all staff informed of research, good practice and resources on effective teaching of more/very able pupils.
- coordinate the provision of enrichment opportunities for more/very able pupils on a whole school basis.

## **Targets**

All more/very able pupils will be set targets that challenge them to make at least more than expected progress. Very able students will have the most challenging targets, typically to achieve grade 9 at GCSE.

## **Curriculum**

- All more/very able pupils will have access to a broad and balanced curriculum that prepares them effectively for the future and the next stage in their education.

- All more/very able pupils will have access to a range of enrichment activities beyond the classroom that allow them to develop and pursue their interests.

## **Teaching**

All more/very able pupils are stretched through challenging teaching in the following ways:

- grouping of pupils within the classroom
- teaching that unpicks the deep structure of problems
- tasks that build fluency, speed, accuracy and automaticity
- tasks that build abstract thinking and ability to connect beyond immediate context
- tasks that encourage extension and synopsis
- opportunities and resources for pupils to access knowledge at the next level up
- study of methodology
- unscaffolded tasks
- Socratic questioning – open, disciplined questioning to explore complex ideas.
- Convergent thinking – working through a number of processes to get a right or wrong answer.
- Divergent thinking – using curiosity and creativity to think outside the box.

## **Assessment**

Assessments for more/very able pupils allow them to build the knowledge and skills necessary for high performance. Therefore assessment for more/very able pupils is:

- synoptic and varied, preparing more able pupils effectively for synoptic examinations
- memory-based, preparing more able pupils effectively for extended recall
- flight-path focused, preparing more/very able pupils for the knowledge, skills and application into new contexts that they will need to demonstrate throughout their time in school.

## **Tracking and intervention**

As part of our school tracking procedure, all more/very able pupils are identified at every assessment point and their performance relative to projected target is reviewed. Curriculum leaders, progress leaders or the MA coordinator will apply interventions as and when necessary.