

# More Able Policy

KING RICHARD SCHOOL



Approved by: R Sproson

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King Richard School is a vibrant school where challenge is embraced in a supportive environment. Our students try their best and use their learning and curiosity to make a positive contribution to all communities they serve.

### **Our Aims**

- To offer outstanding learning opportunities in every lesson
- To provide a curriculum that gives students the skills, knowledge and cultural capital to move to aspirational next steps
- To positively challenge all students in supportive and caring environment
- To offer students opportunity to lead and develop leadership
- To educate students to be positive citizens in a local and global context

The school was awarded the NACE (National Association for Able Children in Education) Challenge Award in 2019.

### **Purpose:**

In defining what is meant by the term 'more able' / HAP (High Achieving Pupil) and 'talented', we have adopted the following definitions.

The government defines gifted and talented pupils as "those children who are achieving, or who have the potential to achieve at a level substantially beyond the rest of the peer group". It is also widely recognised that the term 'talented' refers to learners who have abilities in art and design, P.E. or performing arts such as dance and drama. These students often demonstrate an innate talent or skill in creative or sporting fields.

The term 'more able' has been adopted by the school to identify those children who demonstrate a higher ability than average for the class and who often require differentiated tasks and opportunities to learn through challenges. We believe that every classroom throughout the school has 'more' able students. These are students who are working at the top end of any classroom and their distinction is not linked to any prior attainment, only their current performance within class.

'More' able students, as opposed to 'most' able students are more prevalent in areas where streaming is carried out however even with mixed ability sets we can identify 'most' and 'more' able students. The National Association for Able Children in Education (NACE) suggests it is important to "look beyond actual progress" and that schools should endeavour to include "those who are underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum."

### **Procedure:**

#### **Identification**

More able students are identified through a combination of the following strategies:

- Standardised Assessment tests (SATs) – high scaled score of 110 or more in two or more batteries
- Ability Profile Tests (CATs) – 126 or more in one battery or 120 or more in two or more batteries.
- Information from parents and other external knowledge
- Teacher assessment – NC assessments/predicted grades/FFT
- Professional opinion of teaching staff and agencies such as Education Psychologist
- Subject teachers' recommendation against specific subject identification criteria

- Tutor recommendation

These students would also display their ability in one or more of the following areas:

- Academic performance
- Artistic/creative talent
- Leadership
- Sporting Prowess
- Technological ingenuity
- Communication
- Interaction with others

### **Needs of More Able Students**

As a school, we recognise that More able students need a high level of support and guidance. The class teacher will be responsible for the students in their class. It is recognised that appropriate provision and support for More able students will raise the self-esteem and aspirations of all students in the school. We have identified the following needs for our More able students:

- Contact with chronological peers
- Contact with intellectual peers
- Encouragement towards all round development
- Opportunities to lead in co-operative activities
- Opportunities to pursue and develop areas of personal interest
- Opportunities to learn at an accelerated rate or in greater depth
- Opportunities to develop specialist skills
- Opportunities to experience failure and regrowth (as well as success)

### **Effective Provision in the Classroom**

Core provision is through the high quality first teaching and learning opportunities which is personalised and tailored to meet individual need, interest and aptitude of every student, irrespective of background and circumstance.

The More able provision at King Richard School includes the following characteristics:

- There should be an awareness amongst all staff of the needs of individual students, to inform differentiation of tasks, resources and outcomes as well as an acknowledgement of differing learning styles
- Departments will ensure that all SOW include appropriate enrichment/challenge/extension material
- Early identification of the More able students so that teaching is adapted, and the curriculum is flexible so it can be tailored to meet their needs
- Expert teaching, supported by effective formative assessment and purposeful homework that stimulates students' enjoyment of the subject and focus planning on "teaching to the top"
- High expectations among the More able students, their families and teachers
- Effective training and cooperative practice, ensuring that teachers learn from one another

- Regular checks on the progress of the More able students so that any underachievement is identified early and acted upon

### Effective Partnerships

As a school we are committed to make effective and innovative partnerships with other Learning Institutions to best support our More able provision. This includes:

- NACE
- Working with other MOD schools to share best practice

### The Role of Parents and Pastoral

It is essential that the More able programme embraces the support the pastoral system within the school. Teachers must be aware that the identification of a student as more able may lead to peer-problems or self-esteem issues and therefore must be open to strategies to support students within the More able cohort. Following this, we endorse The Home-School Partnership agreement and ensure that parents are informed of students being identified as More able. Parents will be encouraged to support learners, to be involved in the review of progress and target setting and in the work of the school through regular contact.

### Monitoring and Evaluation

Students are encouraged to recognise and value their own skills, strengths and talents and those of their peers. This is achieved through media such as Student Voice, leadership opportunities and rewards based on assessment and progress. Students will be tracked throughout their school careers and profiles will be created and constantly updated by their subject teachers.

Interventions will be made within the curriculum, and through outstanding information, advice and guidance given. We will also use data to identify underachievement through effective tracking via Bromcom, data analysis and teacher/parent reviews.

### Glossary

NACE - National Association for Able Children in education - organisation to support teachers in providing excellent teaching and learning for able children.

Potential Plus UK - Independent charity established in 1967 which works with the whole family to support children with high learning potential.

IGGY - International Gateway for Gifted Youth - Formerly known as NAGTY (National Academy for Gifted and Talented Youth) - Forum launched by University of Warwick that provides extra-curricular activities for secondary age students with higher learning potential.

The Brilliant Club - Organisation aiming to widen access to university for underrepresented groups.

MOOCS - Massive Open Online Courses - Short online courses aimed at unlimited participation that provide forums to support community interactions between students and teachers.