

MORE ABLE POLICY SUMMARY

More Able Pupils at Copleston High School.

At Copleston we are committed to creating an environment that is engaging and aimed inclusively towards every pupil. The more able pupils at Copleston are provided for in a variety of ways, from lessons that are pitched to the most able pupils through to targeted interventions and extra-curricular opportunities.

The term 'more able' includes:

- pupils who are identified nationally as 'higher ability' from their KS2 scores, which in 2017/18 was a score of 107 in the new SATS (previously we worked with a SAT result of Level 5 or above). At Copleston, the 'higher ability' cohort makes up roughly a third of our pupils and the outcomes of this vulnerable group are monitored by the school and external agencies/inspectors. Higher ability pupils are identified on class registers.
- pupils whose performance within a class places them at the 'top end' of that group, thereby requiring additional stretch and challenge in relation to their peers. These pupils may or may not also be identified as 'higher ability' using the criteria above.

Lessons are planned to ensure levels of challenge and extension are appropriate to enable rapid and sustained progress for all, including more able pupils. Activities in lessons will involve higher-order thinking and questioning; problem solving and group work; creative activities; and independent research. Throughout their time at Copleston, pupils will be given the opportunity to be involved in extension work; enrichment activities, such as specialist sports coaching; specialised visits; subject area master classes; workshops with visiting speakers; and mentoring programmes.

Higher ability pupils will be monitored regularly, as a discrete vulnerable group that Heads of Departments are asked to comment on in learning conversations, and monitored across departments by Heads of Year and the More Able Coordinator. The outcomes of higher ability pupils at KS4 are reported by the school.

We aim to create a positive ethos where pupils are encouraged to be independent learners and where an 'achieving' environment is happily welcomed by both staff and pupils alike.