

This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

MORE ABLE POLICY	
Approved by GCET/Adapted by Copleston High School	1.9.2017
Reviewed/Amended	May 2021
Ratified by Copleston LGB	30.6.21
Date of next Review	Summer Term 2022
Responsible Officer	More Able Co-ordinator – Mrs G Orrin
Policy Number	CS9

Rationale

At Copleston, we are committed to providing an environment that encourages all pupils to maximise their potential. This includes pupils who perform, or who have the potential to perform at levels well above those of the majority of their peers.

In line with Teaching Standards, each teacher must be able to identify and support the needs of our more able pupils through:

- An awareness of more able pupils in their classes.
- Differentiation within lessons to challenge more able pupils.
- Provision or recommendations of extra-curricular and home learning to challenge more able pupils.

Aims

- To monitor and track achievement of our higher ability pupils by ensuring that challenge is evident in lessons across the school.
- Make effective use of intervention and mentoring to tackle underachieving high ability pupils.
- Recruit our high ability KS4 pupils to Copleston Sixth Form.
- Identify high ability pupils on class registers and monitor departments' provision for their pupils, as well as the quality and consistency of that offer.

Definitions

Following the disbanding of the national Gifted and Talented programme, we no longer hold a register of gifted and talented pupils and, instead, use the term 'more able' to identify those pupils at Copleston High School who require additional stretch and challenge, within and outside of the classroom. The term 'more able' includes:

- pupils who are identified nationally as 'higher ability' from their KS2 scores, which in 2018/19 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 just over a third of our pupils and the outcomes of this vulnerable group are monitored by the school and external agencies/inspectors.
- 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.

The more able pupil

It must be remembered that more able pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but have poor literacy skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities (Deborah Eyre, 1973)

All staff members in school have a responsibility to recognise and value pupils' abilities. We also recognise that some pupils may have 'dual exceptionality' i.e. have both SEN needs and a high level of ability in one or more areas. We are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate their potential.
- There is sometimes peer pressure to underachieve
- More able pupils are not always easier to reach than other pupils

Types of provision

Classroom differentiation:

- Teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and will include memory for learning strategies to develop knowledge further
- There are planned extension opportunities or open-ended tasks
- There is access to higher tier assessment papers (where applicable)
- Exemplars of high standards are shared
- The class teacher will model high end responses

School-based provision:

- School clubs
- Enrichment opportunities
- Opportunities for performance
- Language exchanges and acceleration
- Maths extension clubs and acceleration
- Partnerships with other school
- Challenge days
- Extension programmes, such as 'Super Curricular Activities'
- Master classes
- Outside speakers
- IAG focusing on application to highly selective universities

Out of school provision:

- National and regional competitions/opportunities to perform
- Drama/dance productions
- Specialist sports coaching
- Outreach activities
- Theatre and other trips
- Liaison with other centres to share excellence

Roles and Responsibilities

Subject teachers must:

- Be aware of the higher ability pupils (available on registers) and the more able pupils in each class and set appropriate levels of challenge for all.
- Ensure that more able pupils are aware of and, as far as possible, taking advantage of extra-curricular provision in their subject.
- Promote the Super Curriculum as a means to develop students' progress
- Encourage wider reading
- Make cross curricular links to skills and knowledge in other subjects
- Promote Sixth Form opportunities

Form Tutors must:

- Pass on any information to their tutor groups about opportunities and intervention for more able pupils.

Heads of Department must:

- Be aware of the higher ability cohort within their subject area, their achievement (both current and historical trends) and address the needs of any underachieving higher ability pupils.
- Ensure that schemes of work provide the opportunity for challenge for all students.
- Provide the More Able Coordinator with details of the provision being made for more able pupils in their subject.
- Promote the Sixth Form and encourage students to have high expectations for post-16 life.

The More Able Coordinator must:

- Carry out regular analysis of higher ability pupils' achievement and identify those who are underperforming.
- Raise awareness of underachieving higher ability pupils through the departmental dashboard and in conversations at a whole-school and departmental level.
- Ensure continued use of the 'Raising Achievement of More Able Pupils Checklist' across all departments with Year 11.
- In collaboration with the IAG coordinator, organise lectures and talks, which exposes all pupils to higher-order thinking skills and provides advice on applying to prestigious universities and apprenticeships from year 7.
- Monitor the levels of challenge offered to more able pupils in school through learning walks, marking reviews and conversations with Heads of Departments.
- Liaise with the Sixth Form Director and Pillar and ensure all students are considering Sixth Form and receive a diet encouraging this from year 7.

The Leaders of Learning must:

- Carry out regular analysis of higher ability pupils' achievement and identify those who are underperforming.
- Organise mentoring for underperforming higher ability pupils.
- Monitor the levels of challenge offered to more able pupils in school through learning walks, marking reviews and conversations with Heads of Departments.

Opportunities for review and development

This policy will be reviewed annually.