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# The Market Weighton School

## More Able

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## Our rationale

At The Market Weighton School we aim to help all our pupils to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially.

We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables pupils to reach their potential.

## DEFINITION

The definitions for More Able are numerous and often controversial. They are usually defined as the top 10% of the ability range; students whose ability is above that of the national average or above that of their peers in the school.

The DfE suggests that schools should identify More Able students so that they can be challenged appropriately. More Able students can be:

***Good all-rounders; high achievers in one area; high in ability but low in motivation; of good verbal ability but poor writing skills; keen to disguise their ability; of high ability but low self-esteem; disaffected.***

For these students, additional learning experiences need to be provided in order to develop, enhance and extend the identified abilities in any of the following areas: academic, physical, artistic, creative, leadership and social intellectual.

## The school aims to:

- To make staff aware which students left primary school achieving the highest levels in Maths and English
- To involve staff in identifying those who show particular ‘talent and flair’ in their subject area
- To develop a consistent approach from all members of staff towards provision for More Able students through training.
- To provide opportunities to develop specific skills or talents
- To provide More Able students with a day to day diet of lessons matched to their ability that stretch and challenge them with more demanding work in and out of the classroom e.g. higher knowledge, abstract concepts, communication skills, mathematical skills and thinking skills including problem solving.
- To provide extra-curricular opportunities/activities to increase aspirations to raise awareness of the More Able students to opportunities available in the outside world
- To develop independence, creativity and critical thinking in students through teaching metacognition and self-regulatory skills
- To work with parents, students and the wider community to achieve these aims
- To monitor the progress of More Able students, intervening where necessary ensuring pastoral needs are supported
- To ensure More Able students reach their potential in academic and non-academic areas.

## **Identification:**

We need to ensure equality of opportunity for all of our students. It is essential that all students are given challenges and the support they need to maximise their potential and avoid underachievement.

### **How we identify students - More Able Students**

Students who achieve the highest grades in Maths and English in their KS2 SATS (Score over 110), use of CATS (Scores over 120), reading tests, GL assessments, KS3 Teacher Assessments and other assessment records will be the initial sources of information. Faculties will need to look at these to help identify the relevant students and clearly record on SIMS.

### **Use of teacher nominations - More Able Students**

Apart from the use of quantitative data, we also need to record those students who staff feel fit the definitions of More Able in their subject area. The More Able Co-ordinator will discuss this issue with Subject Leaders at appropriate meetings.

### **Teaching and Learning Programme**

The school aims to develop teaching and learning programmes that meet the needs of the cohort. It is the responsibility of subject areas and Heads of Faculties to ensure the delivery of a differentiated and challenging curriculum so that extension and enrichment activities are embedded into the curriculum.

The identification and use of the More Able register should ensure targeted planning for the cohort. In addition, extracurricular as well as special enrichment activities will form part of this programme. A variety of trips and events will be organised where possible.

Developing resources, setting, fast tracking, challenging questioning techniques, accelerated learning techniques and use of extension and enrichment materials are all strategies that we use.

### **Roles and Responsibilities**

#### **Pupils**

- More Able students take ownership of learning.
- They catch up on any teaching that has been missed due to additional opportunities, working with the teacher to ensure they make excellent progress in their learning.
- Read widely across subjects.
- Access the google classroom or other online platforms for each subject regularly to learn work in advance, review learning or access the wide variety of extra challenge activities available
- Use the library and ICT facilities to enhance and deepen learning opportunities.
- Take signposted opportunities available to them, e.g. Open evenings, Student council, Head student, visits, Super curriculum.
- Act on feedback given to them by staff to ensure maximum progress.

- Complete homework/controlled assessment/research to the best of their ability.

#### More Able Lead

- Be the advocate for More Able students within school.
- Maintain an overview of the More Able students within the school. Collate information about the number of students on the register. Use data from various sources to identify and then to monitor progress.
- Gather information relating to the identification of More Able students from a variety of sources including National Curriculum Test results, Cognitive Ability Tests, the SEND department, information from feeder schools and parents. Maintain and update the More Able register at the end of each data collection.
- Promote student referral of More Able among staff and those students who are gifted in certain subjects.
- Communicate with the parents of More Able students.
- Monitor progress of interventions that More Able students are included on, e.g. guided reading, debate group, National Tutoring.
- Keep up to date with research on teaching and learning strategies for the More Able and disseminate to staff and pupils.
- Ensure that the More Able register is available to all staff.
- Promote, support the emotional well-being of all More Able students.
- Provide subject leaders, Head of Years and Form Tutors with details of More Able students in their subject and provide wave 1 strategies.
- Promote the use of the Super Curriculum and Educational Visits in each subject.
- Prepare a self-evaluation statement incorporating an analysis of progress of students in KS4 and an analysis of More Able teaching across the school for all year groups.
- Advise on the revision of the school policy especially with regard to changes in local and national conditions.
- Support the professional development needs of departments and individuals and help deliver resulting in-service training.
- Organise enrichment activities where feasible. Encourage, support and advise faculties about providing enrichment activities.
- Promote the use of competitions, clubs and special events in tandem with the appropriate subject.
- Update the Staff Central, school website and super curriculum with regard to More Able.
- Liaise with feeder schools to establish More Able pupils transferring.
- To ensure the work of More Able students is celebrated through E-praise, Awards Evenings, newsletters, social media, School Colours.

#### Head of Subjects/Faculty

- To write and implement a curriculum in line with the whole school policy to set levels of expectation for the year range.

- Create and implement strategies within each subject curriculum for the More Able students.
- To establish criteria for identifying More Able students within the subject discipline.
- Half termly checking of the More Able register.
- To evaluate the FFT20 targets of the More Able and change to more demanding targets if required.
- Inform teachers of the target grades for and review their progress in department meetings.
- To develop a system to monitor and support under-achieving More Able students.
- To add to curriculum maps, provision for More Able including opportunities for open-ended tasks which develop thinking skills and creativity.
- To incorporate into curriculum the development of independent learning for More Able students.
- To be aware of developments in the field and encourage sharing of good practice in the Department.
- Promote the use of Wave 1 strategies within the department.
- To review and evaluate the provision for More Able students in the department during Quality Assurance through evaluation of curriculum planning, lesson observations, student voice and scrutiny of work.
- Continued promotion and updating of the Super Curriculum.
- Promote education trips or external visitors for More Able students.
- Identify strategies, which work well and could be improved.
- Take the lead in tracking the progress of the More Able students within the subject or faculty (especially pupils in KS4).
- To liaise with the Leading Teacher for More Able regarding intervention for More Able students.
- To ensure the work of More Able students is celebrated through E-praise, Wall of Excellence, Half termly awards, social media.

#### Senior Leadership team (SLT)

- To support associated departments and year groups in implementing the policy.
- Target setting for pupils using Fisher Family Trust (FFT).
- Termly analysis of assessment data to inform planning.
- To review and evaluate the provision for More Able students during Quality Assurance through evaluation of curriculum planning, lesson observations, student voice and scrutiny of work.
- To support the professional development of staff by sharing relevant knowledge and disseminating information.
- To support appropriate applications for further training in this field.
- To support the work of the Leading Teacher of More Able students.
- To ensure the learning environment supports the needs of the pupils.

#### Subject Teachers

- To ensure that the names of More Able students they teach are highlighted in their seating plans.
- To ensure that they are aware of the target grades for those students and use this when reporting on progress during data collection.
- To implement appropriate support strategies for underachieving More Able students.
- To attempt a variety of teaching strategies to provide for the needs of More students.
- To allow independent learning in their lessons.
- Use Wave 1 More Able strategies
- To be aware of department selection criteria and apply these.
- To set levels of expectations for the class being taught and the individual students within that class.
- To report on the attainment and progress of More Able students as part of normal school procedures.
- To celebrate work through feedback, awards nominations and Wall of Excellence
- To identify other pupils who are high performers in their subject area and ensure they are placed on the Secondary Register

#### Heads of Year

- To be aware of the More Able students within the year group through the register.
- To track their progress throughout the year through termly data.
- To co-ordinate support strategies for underachieving students in a number of subjects.
- Promote good implementation of tutor time activities from Tutors e.g. reading, Metacognitive strategies mornings and core subject revision with Year 11.
- To liaise with Leading Teacher for More Able about their students.

#### Form Tutors

- To be aware of tutees who have been identified as More Able.
- To review progress and motivation during academic tutoring and to set appropriate targets.
- To liaise with Heads of Year and teachers to support underachieving students.
- Promote reading and higher level or reading from More Able students.
- Celebrate the achievement of reading from the More Able through accelerated reader.
- Deliver effective Metacognitive strategies to students.
- Encourage the use of the Super Curriculum.
- To be aware that a More Able student may be under increasing pressure and they may need additional pastoral care, support and intervention.

### **Monitoring and Evaluation**

#### Monitoring

Subject teachers are expected to:

- Ensure the names of More Able students are a focus through their marksheets.

- Keep records of attainment and progress of students in their teaching groups e.g. Key Assessment Tasks.
- Report on the progress and attainment of those students during data collection (termly) and reports.
- To implement support strategies for underperforming students e.g. parental communication, mentoring.
- Intervene with under-achieving More Able students, asking for advice from their subject leader or the Leading Teacher for More Able as appropriate.

#### Whole school

- Tutors should read the register to be informed of More Able students and to discuss progress and attainment during academic tutoring discussions and to consider setting targets within the relevant areas or broader targets if appropriate.
- Tutors are to monitor and review More Able students by looking at progress and motivation information provided in data collection on Staff C.
- Parents will be informed when their child is put on the register by the Leading Teacher for More Able and will receive reports of progress through the annual reporting process and parents' evenings.

#### Evaluation

- As part of Subject self-evaluation departments will include a section on the provision for More Able students e.g. how many students are achieving their targets or underperforming; strategies employed to support More Able students; developments in curriculum provision.
- The Leading Teacher for More Able in liaison with the Headteacher will prepare data incorporating an analysis of progress of students in exams and an analysis and review of More Able throughout all years and report annually to the Governing Body in the Autumn Term.
- The findings will inform the Improvement Plan for the following cycle.