



Clacton County High School

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More Able Pupils Policy

2018 - 19

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Higher Expectations, Raising Aspirations

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SUPPORTING MORE ABLE STUDENTS

Leading Teachers and Co-ordinators: Teaching and Learning Team

Aims:

- To recognise the needs of more able students in a comprehensive school, within a framework of equal opportunity and mixed ability teaching.
- To implement procedures and strategies that will address the needs of an identified cohort of more able students.
- To ensure that more able students are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow.
- To provide opportunities for more able students to work at high cognitive levels and/or to develop specific skills or talents.

Rationale:

All children need encouragement and support and are individuals with their own special needs and requirements. All students should receive the education they need and if they need specialised or extra help because they are highly able in a subject, then they should have the same entitlement as students who find learning difficult.

More able students need to be identified, targeted, supported and challenged. Strategies need to be devised and implemented, and student progress needs to be monitored (in much the same way as statemented students and students with learning difficulties/Special Educational Needs).

This is not to say however, that more able students are more worthy of individual attention than other students - rather, within a framework of equal opportunity, they are entitled to have their needs recognised and addressed.

A particular gift or talent in a subject alone does not guarantee success and highly able students may need special support to realise their potential. In order to achieve this we need to:

- Ensure that more able students are identified and that this identification process is continual.
- Advise students, support them with appropriate knowledge and enable them to develop the necessary skills to reach their potential.
- Construct schemes of work which challenge students and enable them to explore subjects in an independent manner.
- Offer support in relation to emotional and/or psychological issues.

Identification and Classification

The More Able Student Cohort will be identified using a variety of KS2 data, via department identification and long-term teacher assessment.

- More able learners are those who have abilities in one or more subjects in the statutory school curriculum other than Art and Design, Music and PE;
- Talented learners are those who have abilities in Art and Design, Music, PE or Performing Arts, such as Dance and Drama.

Colleagues are required to identify students in their subject areas who show high learning potential. This is to be done using a subject specific criteria, assessments and evidence of work.

Highly able students typically show:

- Great intellectual curiosity.
- Ability to learn easily and readily.
- Initiative and originality in intellectual work.
- Ability to memorise quickly.
- Superior powers of reasoning.

Teaching Strategies and Classroom Organisation:

Teaching styles for the more able student should be more open-ended and flexible, enabling students to explore topics and gain skills. More able students tend not to respond well to more 'directed' teaching and rigid learning structures, and therefore need to be given opportunities for exploration, both independently and with their peers. There is a need to allow the more able student opportunities to 'take risks' in their learning, and effective teaching for them will reflect this.

Within the classroom exploration could include the following:

- Working with others of like ability.
- Differentiation/acceleration.
- Challenge within subject areas.
- Differentiated homework.
- Independent learning opportunities.
- Debate.
- Questioning.
- Making links with other subjects and skills.
- Opportunities to lead teach others.

In addition, we also offer enrichment opportunities. Enrichment relates to breadth of study and experience. It involves offering learners a wide variety of opportunities, both within and outside the curriculum, and exposing them to experiences not usually encountered as part of the standard curriculum. This could include:

- Peer mentoring; reader to leader scheme.
- Out-of-school hours/study support (including lunchtime clubs, homework clubs, after school/weekend /holiday clubs).
- Enrichment days/visits/outings/residential trips.
- Musical, sporting opportunities.
- Opportunities to make connections with universities and employees.
- Opportunities to participate in competitions.
- Leading on initiatives across the school.
- Working in partnership with other Sigma schools.

The Role of The More Able Co-ordinator:

1. To promote and enhance the curriculum provision for more able students ensuring that there is appropriate challenge and support throughout the school.
2. To develop and embody effective practice for more able students and provide guidance and modelling of good practice for colleagues.
3. To work with teaching & learning team to initiate strategies which support the professional development of staff to enable them to meet the needs of more able students.
4. To work with the assistant principal with responsibility for raising standards to identify underachievement, evaluate provision and implement an action plan for whole school improvement in relation to more able students
Provision to include:
 - To undertake provision mapping for assigned students
 - To record attainment and progress analysis for key students
 - To lead and manage 1:1 support for more able students
 - To lead and manage a programme of enhanced opportunities
5. To ensure that directors of learning/ heads of department and key stage teams, fulfil their responsibilities towards more able students by regular monitoring and evaluation (on a termly basis).

The Role of Middle Management – Directors of Learning/ Heads of Department (supported by the Teaching & Learning Team):

1. To develop faculty and departmental policy, within the framework of the whole school policy, for inclusion in departmental handbooks and schemes of work.
2. To establish a standardised system and criteria for identifying more able students and ensure that they are adhered to by all members staff within departments.
3. To liaise with the key stage teams over the list of more able students and ensure that the relevant key stage team is informed of changes/amendments.
4. To ensure that departmental schemes of work and lesson plans show, differentiation to cater for the varying levels of ability within each class and promote a variety of teaching and learning strategies.
5. To monitor the achievement/attainment of more able students to check that they are on target through the use of pivot tables and raising standards meetings.

6. To implement intervention strategies which address underachievement in students.
7. To organise INSET and set aside regular departmental time to discuss new ideas, share materials, develop teaching strategies and extension activities and make links with other curriculum areas and appropriate outside agencies.
8. To nominate a More Able Students' representative to attend meetings and training and feedback to each faculty.

The Role of Middle Management – Key Stage Pastoral Leaders:

1. To develop pastoral policy, within the framework of the whole school policy, for inclusion in the staff handbook.
2. To liaise with directors of learning and/or heads of departments over the list of more able students and ensure that tutors are informed of changes/amendments.
3. To monitor the achievement/attainment of more able students, in conjunction with tutors, to check that they are on target in all identified areas of the curriculum.
4. To liaise with parents, in conjunction with tutors, over any concerns about under-achievement.

The Role of the Classroom Teacher:

1. To ensure that lesson plans and individual departmental schemes of work contain class and homework activities that are differentiated to meet the needs of all students (including more able students).
2. To provide students with opportunities to extend their talents/skills by regularly promoting problem solving, open ended and investigative activities.
3. To recognise that setting more work for students is not necessarily beneficial. More able students are more inclined to respond to higher level work that is more challenging, rather than more work of a similar level that is likely to be resented.
4. To incorporate opportunities within their subject discipline to make use of ICT, including use of the Internet.