



More Able Policy

This policy was approved by

Cox Green School

on

21st June 2016

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1	Full Governing Body	15/7/14	15/7/14	July 2016
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1.3	Cox Green School	21/6/16	21/6/16	June 2019



Aim of Policy

The main purpose of our role as adults in the classroom is to ensure the achievement of **all** of our students. To enable this to happen, **every** student must make progress in **every** lesson. Every lesson counts.

Cox Green School aims to provide quality educational experiences in order to meet the individual needs of all our students. Therefore, it is important that the needs of More Able students should be recognised and strategies developed for their identification and support. Further more, the aim is to provide stretch and challenge in all lessons to raise expectations, but also to challenge the most able. The primary aim of is to make sure these students are ready and able to apply for Oxbridge/Russell group Universities/Apprenticeships and therefore secure the careers they want.

We aim to provide flexible provision, within an inclusive framework which sets out to provide appropriate teaching and learning opportunities for all students. Our students will have the opportunity to be involved in enrichment activities and receive support in order to achieve their full potential and raise their aspirations and attainment by developing their:

- Ability to learn
- Range of knowledge
- Core skills such as problem solving
- Creativity
- Intellectual curiosity
- Specific talents

A variety of processes will enable individual More Able students to be identified. The curriculum will take into account the needs of More Able students through differentiation, extension, enrichment and acceleration, making use of all available expertise. The pastoral needs of our More Able students will be recognised and supported by the school to include support with Information, Advice and Guidance access, organisational skills and anxiety management.

Identification

The school will aim to identify exceptional performance through a two stage process. Initially students will be identified as More Able if they have a CATs score of 120+ and a KS2 average score (from maths and reading) equivalent to an old KS2 sublevel of 5b (about the top 15-20%). This score will be greater than 100. Departments will then be issued with this list and use a variety of methods (see figure 1) to make a reasonable judgement on whether these students are More Able and if any students have been over-looked, e.g. those who did not take KS2 SATs. Once identified students will be collated on a master list and identified as More Able on both Sims and Sisra Analytics. The school will not set a strict cap on the size of the more able cohort in each year group, but will aim for about 10% as otherwise impact and intervention becomes less targeted.



Figure 1 – lists methods departments should use in the more able identification process.

- Teacher recommendation – general characteristics checklist to be used to support staff referral
- Parental information - parental questionnaire
- Peer observation – student feedback forms
- Assessment data
- Formal tests and national curriculum attainment levels
- Extra-curricular activities
- Team/group activities
- A differentiated curriculum will enable students to demonstrate their abilities

Those identified as more able will be tracked and monitored internally by the More Able leader and have a tailored programme with the aim of securing 5 or more A*-A grades at GCSE or 3 at A-level. Teachers will be supported with teaching and learning strategies to stretch & challenge these students.

The identification process will be carried out in the Autumn term to ensure the list is as accurate as possible for the academic year. Monitoring and tracking of More Able students will occur at 6 points throughout the year (see school calendar for Assessment period dates). These assessments will be monitored at a department level and interventions put in place based on the more able list established. Individual Education Plans will be kept on the More Able students and stored on Sharepoint to allow all to have access to their tracked data. Those deemed more able should be aiming for 4 levels of progress across the 5 years.

Curriculum

The central aim of Cox Green School is to provide all of our students with positive educational experiences and opportunities which will enable them to discover and fulfil their own potential. This involves reviewing the curriculum annually to make sure it is fit for purpose; introducing new courses, such as critical thinking, where it fits; providing stretch, challenge and differentiation within lessons; and bringing the curriculum to life through enrichment. All programmes of work will have opportunities for enrichment and extension activities.

Differentiation will be built into our curriculum planning through:

- Differentiation by outcome
- Differentiation by task
- Differentiation by pace
- Differentiation by resources/materials/equipment

There will be a commitment to developing extension and enrichment materials which:

- Encourage risk taking
- Allow individual responses
- Encourage creativity and imagination
- Satisfy developmental stage rather than chronological age
- Stress process rather than content
- Independent learning opportunities
- Extend aspirations



Monitoring and Assessment

The monitoring of More Able students will be incorporated into our ongoing monitoring and self-evaluation process and include:

- Assessment of students being made six times a year
- Setting achievable targets and monitoring progress
- Review students progress using a specific tracking document for More Able students
- Report achievements and celebrate success, e.g. praise cards and reports
- Intervention strategies in place for underachieving More Able students.
- Regular reviews of More Able policy and action plan
- Reporting to the Governing body on progress when required
- Use of student evaluation (voice)

This policy outlines the aims and processes to help identify, monitor and provide appropriate support to students who are identified as More Able. Cox Green School has an inclusive approach and will provide support to all students and provide a challenging learning environment to reach the students' potential in all areas. Where students are talented progress will be monitored in their subject area(s). More Able students will be monitored across the curriculum.

Evaluating Provision

Cox Green will carry out annual evaluations of provision for the More Able to track and monitor our progress, but also to enable the school to set targets for improvement. Audits throughout school, including: teacher, department, Key Stage reviews, will be carried out in various forms, which will include:

- Lesson observations
- Department reviews
- Department evaluations
- Exam results
- Data collection
- Parental feedback
- Student feedback

More Able Representatives

Each department will appoint a More Able representative, who will raise the profile of More Able provision within their department. These reps will primarily aim to share good practice that leads to more stretch and challenge within the timetabled lessons of their department. Furthermore, reps will be encouraged to initiate enrichment activities that, when combined with curriculum provision, will lead to higher levels of achievement.

More Able Leader priorities

- Mentoring of more able students
- Tracking progress and putting into place appropriate interventions
- Coordinate CPD programme to improve the quality of teaching and learning for the most able/talented students
- Provide an induction programme for new staff
- Coordinate enrichment activities that ensure stretch in each department area
- Raise aspirations through various methods, including university visits



- Reviewing with learning leaders provision within their own departments for the most able/talented and student progress

Communication of policy

The Policy is published on the school website and the school intranet “Sharepoint”

Evidence of implementation

The More Able Lead will report back to the Senior Leadership team as requested.

Review of policy

This policy shall be reviewed every 3 years by Cox Green School.