



THE JOHN OF GAUNT SCHOOL
- A Community Academy –

More Able Students Policy

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
School	CLES	24/01/17	Board	06/02/17	Jan 2019	Yes

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Vision statement

‘Creating an irresistible climate for achievement’

- We challenge, support and encourage every student to **achieve their potential.**
- We believe **effort** and **dedication** lead to success and we **raise aspirations.**
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud.**
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

1. Introduction

At The John of Gaunt School, we are committed to providing the highest standard of teaching and learning for all students. This policy is designed to ensure that, within this overall aim, more able students are enabled to achieve the highest appropriate outcomes through specific identification and provision. This policy employs the term 'More Able Pupil' in accordance with DfE terminology.

2. Rationale

It is our aim and objective that by providing tailored learning for the more able pupils we will be ensuring that they have the experiences they require to match their needs.

3. Identification of a “More Able Pupil”

We aim to identify more able pupils through a combination of quantitative and qualitative data.

Identification includes, but is not limited to:

- Primary School Teacher nomination
- KS2 data (students identified as Level 5 or 110 +)
- KS3 baseline data
- CAT data
- Internal assessment data
- GCSE and other public examination data
- Information from parents on students' entry to school
- Subject teacher nominations

4. Characteristics of a “More Able Pupil”

A more able pupil may demonstrate one or many of the following characteristics:

- Ability to learn more quickly and easily
- Greater reasoning ability
- More than usual persistence
- Greater speed of thought
- Greater memory
- More extensive vocabulary
- More accurate powers of observation
- A vivid imagination
- Leadership skills
- Greater initiative
- A well-developed sense of humour
- Self-motivated
- High personal standards, perhaps tending towards perfectionism

- Divergent thinking
- High sensitivity
- Deeply-held interests

5. The Needs of a “More Able Pupil” (we recognise that many of these needs match the needs of all pupils)

- The opportunity to work at times at an increased pace and at times at a slower pace
- Awareness of own learning processes
- Less practice at tasks
- Less detailed instruction
- More independence of study
- Open-ended activities
- Abstract tasks
- The understanding that it is acceptable, even desirable, to fail in the development of learning
- A wide variety of opportunities
- To be treated as a child whatever their intellectual level
- Space and time to experiment
- Challenging questions demanding higher-order thinking skills
- To take risks in an organised way
- Understanding of pressure, including self-imposed pressure, and how to cope with it

6. Provision within the school and beyond

a) A “More Able Pupil” Register

There is currently a sub-group for more able pupils on all our data programmes. This enables identification by any I staff of those students who are considered more able. This information is clear when looking at teachers' own class charts and on SISRA; this enables staff to be fully aware of “More Able Pupils” so that they can make appropriate provision for them to excel in each lesson. It is intended that this information will be used as a quick means to identify pupils who may benefit from adapted lesson plans, additional provision and extra-curricular activities.

b) Grouping Policy

In mathematics, English and languages, more able students are setted from year 8; this enables all children to work at a level appropriate to their needs. A variety of differentiation techniques will be used to meet the individual needs within the class. We may also utilise the skills of more able children to act as peer teachers for other less able children within a class.

c) Implications for the curriculum

The curriculum provision across all Key Stages is planned to provide more able students with the chance to excel in a range of academic subjects. This strategy is complimented by our three- year KS4 programme that drives and challenges all our students by allowing them the time to broaden knowledge and master skills in their option subjects. At KS5 there is a broad range of subjects available to our students, allowing them to access all universities and follow career aspirations, whatever they may be. Moreover, we aim to make the most of the National Curriculum by developing materials that will encourage a challenging curriculum for pupils. We also recognise the need for schemes of work in subject areas to make provision for the needs of more able pupils.

Guidance on options at KS4 and KS5 is readily available and we strive to provide access to the fullest possible information on opportunities in higher education and the world of work.

7. Pastoral Care

We recognise that the emotional and mental health needs of a “More Able Pupil” are as important as their educational needs. Pastoral care and support will be provided by the tutor, house leader and other members of staff through tutor time and spontaneously as specific needs arises.

8. Continued Staff Development

Wherever possible all teaching staff will be given the opportunity, through INSET provision, briefing opportunities and courses, to familiarise themselves with the best practice and current issues concerning more able pupils.

9. Monitoring and Evaluation

The More Able Pupil register will be updated on at least an annual basis. As part of this process staff will be requested through work samples, JPD faculty progress meetings and JPD faculty validation meetings to review the students who are on the register and discuss any children whom they feel should be included. Directors of Learning will be asked through Raising Achievement Team (RAT) meetings and line management meetings to review the provision for more able pupils within their areas of responsibility. The overall coordinator will monitor progress and take suggestions from governors (Curriculum, Learning and Educational Standards governors' committee) and members of staff on areas for improvement.

Appendix

Classroom Strategies

- I. **Differentiation:** Differentiation can be achieved in the classroom by outcome, resource, task, dialogue, support or pace and at home with differentiated homework. Sufficient time and space will be given for the completion of more extended activities.
- II. **Promoting higher order thinking skills:** Higher order thinking skills may include application, analysis, evaluation and synthesis (See Bloom's Taxonomy of Thinking Skills).
- III. **Teacher's questioning technique:** Questions should be carefully chosen to promote the higher order thinking skills outlined above. Open-ended questions will be given to promote more creative thinking and challenge more able pupils. We promote a no hands up policy to questioning; this allows staff to challenge students appropriately through targeted questions.
- Iç. **Valuing work:** Praising and celebrating the achievements of more able pupils in the classroom and as a whole school.
- ç. **Developing metacognition:** Encouraging students to reflect on aspects of their learning, to develop awareness of how they can learn effectively and confidently.

Provision beyond the classroom

- I. **Within the school:** Opportunities will be given for more able pupils to follow their interests through after school clubs, competitions and specific projects such as mini HPQ projects in PSHE.
- II. **The wider community:** Many aspects of the wider community provide opportunities for provision including educational visits, residential courses, use of the public library and the use of local expertise. When appropriate, particular experts may be invited to the school to give talks, shows or workshops.
- III. **Links with parents:** Staff will communicate and engage with parents of more able pupils to ensure that school and home work together in the individual's best interests at all times. Additionally, it will be beneficial to seek the help of parents who are identified as having a particular area of expertise so that they might help other pupils as part of careers advisory arrangements.
- Iç. **Links with universities:** Links with a variety of universities, including the most aspirational, are fostered so that pupils identified as having high ability, can build aspirations and gain an understanding of the opportunities available. Applications to pre-university courses will also be encouraged as appropriate.
- ç. **Careers interviews:** More able students will all receive at least one interview with our careers advisor and there will also be opportunities for parents to meet her at parents' evenings.
- çI. **Externally assessed:** Opportunities will be sought for more able pupils to enter external competitions and examinations as and when they arise.