



More Able

POLICY

School Name

St. Andrew's Southgate

Policy Owner

Neil Mason

Updated

September 2022

Review Date

September 2024



Do justice,
love kindness
and walk humbly
with your God Micah 6.8

Government recommendations state that schools should:

- develop their culture and ethos so that the needs of the most able students are championed by school leaders
- help the most able students to flourish and leave school with the best qualifications by providing first-rate opportunities to develop the skills, confidence and attitudes needed to succeed at the best universities
- improve the transfer between primary and secondary schools so that all Year 7 teachers know which students achieved highly, know what aspects of the curriculum the most able students have studied in Year 6, and use this information to plan and teach lessons that build on prior knowledge and skills
- ensure that work continues to be challenging and demanding throughout Key Stage 3 so that the most able students make rapid progress
- ensure that senior leaders evaluate mixed ability teaching so that the most able students are sufficiently challenged and make good progress
- evaluate the quality of homework set for the most able students to ensure that it is suitably challenging
- give the parents and carers of the most able students better and more frequent information about what their children should achieve and raise their expectations where necessary

At St Andrew's Southgate we define more able by;

Pupils who achieve, or have the ability to achieve, at a level significantly in advance of their peers. This may be in all areas of the curriculum or in a limited range.

St Andrew's aims to provide all students with the opportunity to realise their full potential in an inclusive environment by:

- helping our pupils to develop their skills and abilities, intellectually, emotionally and socially;
- provide teaching which makes learning challenging, engaging and enables pupils to reach their potential
- we are committed to working for quality and equality of opportunity

This policy is intended to support the following aims:

- To celebrate all the talents and abilities displayed by our pupils
- To raise the aspirations of all pupils
- To promote high expectations of achievement for all students
- To promote greater enterprise, self-reliance and independence for all students
- To provide all pupils with an enriched and challenging curriculum whilst providing opportunities for able children to work at an increased level and pace, towards their full potential

Identification

More Able students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores ('in-house' assessments)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Parental nomination (especially when talent is in an activity out of school)

This information is collated by the Inclusion Manager and is made available to all staff.

There is a more able provision map which tracks the progress and attainment of these children and seeks to find relevant intervention, clubs etc to develop their skills.

School Based Strategies

- Grouping pupils according to ability within the classrooms or in other teaching areas.
- The provision of opportunities for more able pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of mastery tasks
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Planning

Teachers plan carefully to meet the learning needs of all children. We extend and challenge their understanding in a variety of ways through:

- Common activities that allow children to respond at their own level
- Discussions and questions that require higher order cognitive skills
- Mastery activities that broaden a child's learning in a particular skill or knowledge area deepening their understanding for their year groups objectives.
- Individual or group activities within a theme that reflect a greater depth of understanding and a potential for a higher level of attainment.
- Providing opportunities for children to progress and challenge themselves at their own rate of learning.
- Setting homework, which also enriches learning

Out of class activities

The following are offered on a regular basis:

- Enrichment days and activities – both in-house and as part of the Enfield Enriched Provision Programme
- Maths Masterclasses
- School clubs
- Celebrations of musical and sporting achievements
- Pupil Curriculum groups RE, literacy, maths and science

Co-ordination and monitoring

The SENCO has overall responsibility for:

- ensuring that the policy is implemented and reviewed regularly
- co-ordinating the monitoring of progress
- keeping the register updated during termly progress meetings
- Making a provision map for identified pupils and
- providing support and advice to staff on teaching and learning strategies
- monitoring children's progress through half termly discussions with teachers
- observing classroom practice and evaluating children's work