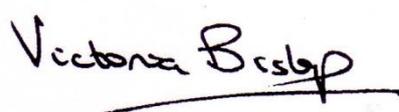




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Originator	N Salisbury
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More Able Policy

1. Rationale

Our Academy mission statement states that ‘*We aim for excellence in all that we do*’.

Our educational philosophy is a very simple one:

To develop the full potential of all our students according to their ability, both in the classroom and outside. This is achieved by encouraging pupils to work hard at their studies and join in the large range of extra-curricular activities available. We endeavour to do all this in an atmosphere conducive to learning created by mutual respect between teachers and pupils.

This policy is an integral part of the Academy's broader development of maximum inclusion of educational opportunity for all students. It states our commitment to providing an environment in which all students are encouraged to realise their potential.

We endorse the NACE (National Association for Able Children in Education) mission statement – “...provide for pupils with high abilities whilst enabling all pupils to flourish.”

All children need encouragement and support just as much as other children. All students should receive the education they need and if they need specialised or extra help because of exceptional ability they should have the same entitlement as students who find learning difficult.

2. Aims

This policy is intended to support the following aims:

- Raising the aspirations of all students
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students
- Continual Academy improvement in quality of the provision of teaching to support all students regarding depth, breadth, pace and opportunity.

In order to achieve these aims, we will ensure that all students have opportunities to develop specific high level skills, abilities or talents.

All students are individuals with their own special needs and requirements. More Able students need to be identified, targeted, supported and challenged. Strategies need to be devised and implemented, and pupil progress needs to be monitored (in much the same way as statemented students and those with learning difficulties/Special Educational Needs). This is not to say that More Able students are more worthy of individual attention than others - rather that, within a framework of equal opportunity, they are entitled to have their needs recognised and addressed.

3. Identification

Definitions

More Able

The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations. However, NACE looks beyond actual progress to include



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those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum.

Exceptionally Able

Those who have the capacity to achieve or perform at the very highest levels.

Able

A term used to identify subjects within which a student demonstrates high level of skill.

Talented

A term used to identify practical skills which a student demonstrates a high level of.

Dual Exceptionality

This term is used to describe young, able people who have complex or additional learning needs, for example autistic spectrum disorder.

Identification Practice

SCHA aims for a holistic approach to identification of More Able students. Students are identified as More Able through a variety of methods, supporting the ethos that high ability will be nurtured and demonstrated differently in every student, depending on their educational background, their family background, home life, personal motivation, confidence and interests. SCHA believes most importantly that high ability must be given varied opportunities to flourish. Therefore, identification is focused on opportunity and guidance for provision to develop ability.

In the first instance More Able students are identified based on data using a combination of KS2 achievement, advice from their primary school and CAT scores. Both teachers and parents are made aware of this cohort. Any student who achieves a SATS score of 110 in both English and Mathematics at the end of KS2 is considered to be More Able in a national context. Students are also identified as More Able specifically in English or Maths if they have achieved a SATS score above 110 in one of these subjects. In order to ascertain who is More Able based on the CAT scores, verbal scores are double weighted and then students are identified based on their mean score. Approximately the top 10% of students from each year group are considered More Able due to their CAT score. The rationale being that students with high CAT scores may have the innate potential to achieve highly, but may not have achieved high scores in their KS2 SATS due to other factors. It is important to make the distinction in our identification between students who have been identified due to demonstration of ability and students who have been identified due to cognitive potential, as to a certain extent, this will dictate some of their needs for provision.

Able and Talented identification is based on teacher or parent nominations at multiple intervals throughout the year. Able students are identified using subject specific criteria. All staff are asked to identify those students who they believe to be particularly able in any subject area. It is required that all More Able students have subjects identified in which they are Able, in order to profile their ability. Able students usually make up roughly the top 10% of the cohort, but can be more or less depending on the particular cohort. Subject specific criteria are used to ensure that all learners are given an opportunity to be identified. The subject based criteria used by each department to decide on these cohorts are available in the Appendix A. In the event that a student is appearing as Able in a significant number of subjects, but is not identified as More Able, then the More Able Coordinator may choose to interview the student and speak with teachers and parents/carers. This is to provide evidence to support and decide if that child should be added as a More Able student.



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Exceptionally able students are identified by teacher nomination. This nomination will then be assessed by the More Able coordinator and verified through interview with the student and discussion with teachers and parents/carers.

Talented identification is based on a list of practical and cognitive skills. It is expected that all students identified as More Able have talented identification in order to profile their ability. The skills that are advised for identification are as follows, however, these are not all encompassing. Teachers can add skills to tailor a specific student's profile.

Skills:

- Creativity
- Problem Solving
- Organisation
- Speaking/Presenting
- Vocabulary
- Supporting Lower Ability
- Leadership
- Argument formulation
- Extended Writing
- Evaluation
- Extending ideas
- Identifying patterns

Once a pupil is identified as More Able they cannot be removed from the register unless they either leave the academy or if there is strong reason and evidence to suggest that the student is reacting and performing negatively as a result of the More Able labelling and that it may be of detriment to them.

We invite parents/carers and students to be able to nominate a student for a talent, including self-nomination. The student may have a skill or talent that may not be recognised within the academy's curriculum, but which should be identified and recorded through the More Able register. This may include involvement and success in teams, bands, clubs, competitions, etc. They are important elements within the identification process. The More Able Coordinator will decide if the nomination detail should be added to the register accordingly.

Profiling for Provision

More Able students are profiled within the More Able Register. A student's profile will contain information on how they were identified, subjects that they are identified as Able in and skills for which they have been identified as Talented. Each student's profile is available on SIMS and the register, as part of their Notes on Needs for teachers to use in their daily planning and classroom provision for their students. These profiles aim to advise teachers in how they can provide for students to extend their achievement and how they can support the student in the case of underachievement. The full More Able register is available to all staff on request from the More Able Coordinator. The register is collated and kept up to date by the More Able Coordinator. All teachers are required to record all classroom provision for pupils who are More Able on their class profile sheets.

Transition

To support transition of students from Primary to Secondary Education we request our Primary Feeder Schools to provide transition information regarding every student – this includes completion of a More Able Transition Proforma, allowing each primary school to inform us of More Able students within their school, who may be joining us in year 7. The More Able



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Coordinator will use this information to smooth the transition process and help to ensure that important information regarding pupil gifts and talents are recognised.

If a student joins the academy after the beginning of year 7 the following process is applied. Teachers will be able to nominate the student as “Able” if applicable. If the student appears as Able in a few subjects then 850 + CATs assessed to help inform our decisions regarding More Able status. If the student is EAL then we will utilise the various cognitive assessments done in accordance with the EAL coordinator to support our decisions.

4. Organisational and in-class approaches

Important strategies include:

- Provide regular training to staff in More Able provision through continual CPD, action research groups and the sharing of good practice
- 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
- Providing information on the needs/strengths of each individual More Able pupil for use in class profiles
- Each department has a More Able representative/Link.
- Auditing of department More Able provision in accordance with the Classroom Quality Standards for More Able (CQS)
- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of More Able or Able pupils in some groups there will be pupils who have skills and talents in all groups
- Ensuring that the supporting of More Able pupils is the responsibility of all staff.
- A wide range of appropriate courses will be offered to pupils to match their ability and this may include pupils taking exams early or being entered for different courses to the rest of their year group
- Ensuring that pupils are provided with a broad learning experience and a number of flexible pathways and opportunities
- Support with a variety of programs that raise the aspirations of pupils, and develop their academic ability to prepare them for further study
- Support with applying to highly selective universities
- Support with applying for highly competitive courses
- Development of breadth and experiences that create opportunities for talents and abilities to emerge and be recognized – these include work related learning, critical thinking, astrology, geology, NVQs, and an extensive Young Enterprise programme.
- Mentoring and additional provision for pupils of exceptional ability
- The provision of enrichment/extension activities and tasks
- Differentiation within subject areas to raise the level of challenge
- 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
- The use of ICT and online resources to provide additional materials and stretch and challenge More Able students
- The use of Champions to identify, and mentor closely, students who are underachieving, particularly at Key Stage 4



5. Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment visits and trips
- Leadership opportunities
- Aspiration raising programs
- Support with experience gaining activities, such as summer schools
- Academic development programs, such as mock trial teams and extended project
- Professional led workshops
- Residential experiences
- Academy clubs
- Musical and sporting activities

6. Organisation, co-ordination and monitoring

The More Able Co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of more able provision
- (iv) Raising the level of challenge in the classroom
- (v) Raising the profile and ethos of More Able students and practice within the Academy
- (vi) Strategies for the effective monitoring and tracking of underachievement in More Able students with suitable methods of intervention. Identification is done with support from termly inclusion reports, where the More Able cohort is reviewed and assessed. In addition the Academy supports an academic mentoring programme done via form tutors.

This policy is reviewed every three years by the More Able Lead Teacher and Co-ordinator in conjunction with the named Governor for More Able.



7. Appendix A

More Able Subject Specific Criteria

The following criteria have been developed to help to identify the most able pupils within the respective subjects below.

Able pupils are identified using subject specific criteria. These have been created within each department and use a range of qualitative and quantitative strategies. The subject specific criteria are used to ensure that all learners are given an opportunity to be identified. The Able register is regularly reviewed and updated on an annual basis.

The subject specific criteria are:

1. Geography
2. Design and Technology
3. English and Media Studies
4. Science
5. MFL
6. Maths
7. Drama
8. History
9. PE
10. ICT
11. Music
12. RE
13. Art and Design



1. More Able Criteria for Geography

How do we identify our Most Able pupils?

Geography criteria for identifying our most able pupils:

1. Ability to pose questions about information received.
2. Ability to answer 'Why do you think...?' questions within geographical context.
3. Ability to understand geographical issues in global terms.
4. Ability to draw conclusions as a result of a highly developed geographical insight.
5. Ability to make creative and realistic solutions to geographical problems.
6. Highly evaluative of their own and others solutions.
7. Undertake geographical research on own initiative.

Additional tasks at KS3 have been developed in conjunction with our assessments and an extension tasks created for GCSE coursework.

Provision of More Able student support at KS5 is offered in the form of the AEA paper.



2. More Able Criteria for Design and Technology

Students identified as Able in Design and Technology must meet the following criteria, in relation to their peer group:

- They demonstrate high levels of technological understanding and application.
- They display high-quality making and precise practical skills. They are able to work with a range of materials, tools and equipment, and components independently and with a high level of precision to produce products that are reliable and of high quality.
- They are able to demonstrate a range of imaginative and creative ideas/solutions to set problems, and communicate these clearly using appropriate methods. Often this may be in the form of flashes of inspiration with highly original and/or innovative ideas.
- They show a good understanding of the design process and apply this to their work with creativity.
- Are able to research using a variety of techniques to seek the information they require.
- They are able to select from, edit and use the information gathered to identify the needs of a variety of possible client groups.
- They are able to identify, explain and justify suggested solutions to a set problem.
- They are able to generate accurate working plans and then use these to make appropriate use of time and resources. Where necessary they make changes to these plans in order to make the required progress, considering the physical and working properties of the materials they are using.
- They are able to evaluate their work using a range of objective criteria. They use their findings to suggest developments and modifications.
- They are able to communicate their work to a high level, using CAD/CAM independently where appropriate.
- They can demonstrate different ways of working or alternative approaches to issues
- They can be sensitive to aesthetic, social and cultural issues when designing and evaluating.
- They are capable of rigorous analysis and interpretation of products
- They can work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants.



3. More Able Criteria for English and Media Studies

In order to identify our most able students we need to look at their ability in a number of areas. The following bullet points detail the key areas. We would expect all pupils to display some of these qualities; our gifted pupils should display excellence in most of them.

- **High order, independent thinking**
- **Creative flair** - elaborating on and organising content to an extent that is exceptional for their age.
- **Stamina and perseverance** - using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort.
- **Communication skills** – including involving and keeping the attention of the audience in dramatic or imaginative ways. Expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences.
- **The ability to take on demanding tasks** - researching, comparing and synthesising information from a range of different sources, including ICT.
- **The ability to argue and reason** - creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language. Grasping the essence of any content and reorganising it in ways that are logical and offer new syntheses or insights. Justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of view.
- **An awareness of language** - understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts.



4. More Able Criteria for Science

Within the Science Department, for a student to be classified as More Able, he/she must:-

- Show drastic progress in their performance in all aspects of their work within a short period of time.
- Show interest in Science, be naturally inquisitive and carry out independent research to extend their knowledge of taught concepts
- Show aptitude in processing skills, scientific enquiry, practical and analytical skills and problem-solving which distinguishes the pupil from the rest.
- Be an independent and critical thinker.
- Effectively communicate thoughts and ideas and link between concepts in all Science subject areas.
- Demonstrate: - that he/she is widely read, have an understanding and awareness of common scientific facts or phenomena and show understanding of science in the news.
- Consistently achieve the highest marks in all of their assessed work.
- Be able to use ICT effectively (e.g. computers and data loggers)



5. More Able Criteria for MFL

When identifying pupils that are more able in MFL, it is important to note that they will possess some of the qualities listed below, but not necessarily all of them.

- Has a strong desire to put language together creatively and imaginatively by themselves.
- Picks up new language and structures quickly and naturally.
- Has a natural flair for grammar — can successfully conjugate verbs.
- Has a strong ability to learn independently.
- Has an insight into their own learning style and preference.
- Shows an intense interest in the cultural features of the language.
- Has confidence to take risks in using the language.
- Asks grammatically based questions without having been taught something previously.
- Can instinctively manipulate the language and grammar accurately.



6. More Able Criteria for Mathematics

In identifying the most able pupils within mathematics we work on the following basis. The identification of the pupils is based on A.F.L. and independent knowledge of the pupils. This is supplemented by the results of the UK maths challenge.

In addition to the above the following criteria is used to help identifying our most able pupils:

- Shows persistence in solving difficult problems and can sustain their concentration throughout longer tasks.
- More adept at posing their own mathematical questions, not just answering them.
- A lively interest in problem solving, automatically breaking the task down into simple stages, understanding logical order.
- Develops personal strategies for mental arithmetic which are quick and effective.
- Can verbalize a potential method to a complex problem evaluating and correcting as they go.
- Can make connections and links between various mathematical concepts which they use effectively.
- Gets pleasure from getting a mathematical solution to a complex problem.



7. Able Criteria for Drama

Creative Flair

- Students should be able to write/talk both in and out of role in an imaginative and coherent way that is exceptional for their age.
- To organise material from stimuli and their own produced work that has a deeper meaning and creative flair than is expected from their age range.
- To be able to visualise their work in performance and to then achieve that with the resources available.

Stamina and perseverance

- Using any suitable opportunity to produce work that is substantial and obviously the product of sustained and well directed effort. This may be in role, written or verbally directed at an appropriate audience.

Communication skills

- To capture the attention of any audience by exploiting the dramatic potential of ideas in an imaginative way.
- Taking the role of a facilitator in group situations (small and whole group) to help achieve the shared objective. They are able to support and guide those students who are less able than them in a sensitive manner.
- To analyse in detail performances they have seen or have taken part in both verbally and written. They are able to use subject specific vocabulary well in both situations. This vocabulary should be second nature to the pupil.
- To understand the importance of different styles of acting and genres. They will adopt the correct style in their performance.
- Using ICT to enhance their work both in performance (research) and for homework (presentation).

Ability to take on demanding tasks

- They are able to research, compare, analyse information from a range of sources.
- They are able to engage with serious issues and adopt the correct medium to express their response.

Arguing and reasoning

- They are able to create and sustain accounts and reasoned arguments at a relatively abstract or hypothetical level in both verbal and written accounts.
- They are able to reorganise ideas in such a way that allows for further developments and insights into their work.
- They are able to justify their opinions well and are able to use questioning skills effectively to enquire about further information from other people in the class.



8. Able Criteria for Drama (continued)

Awareness of language

- They are able to use the subject specific vocabulary well along with a higher standard of English than other pupils.

As stated in the new national curriculum guidelines for Drama the following descriptors are those that are stated for exceptional performance. This is a level 9.

Making

Pupils can:

- Organise their own confidently, either as part of an ensemble or a solo piece.
- Often lead and direct others in rehearsal.
- Use a very wide range of different conventions, devices and techniques to create a desired effect on an audience.
- Show subtlety as well as panache in their dramatic interpretations of texts, either as performers, directors or designers.
- Demonstrate an awareness of different levels of meaning through their use of metaphors and symbol.

Performing

Pupils can:

- Direct design or stage manage different styles of plays imaginatively and thoughtfully
- Demonstrate high standards in all aspects of creating performance pieces.
- Create or help to create and sustain a range of complex characters in performance.

Responding

Pupils can:

- Demonstrate a good knowledge and understanding of the cultural, historical and social context of drama they are in or see.
- Use theatre terminology accurately and effectively.
- Evaluate their work and that of others, supporting their comments with reasoned arguments which draw on their knowledge of theatre forms and practitioners.



9. More Able Criteria for History

- Have an extensive general knowledge, including a significant amount of historical knowledge.
- Can empathise with people from the past.
- Use subject specific vocabulary confidently.
- Access complex source materials with growing independence showing discrimination when selecting facts and evaluating historical evidence.
- Be able to establish and follow a line of enquiry, identifying and using relevant information.
- Develop with ease a chronological framework within which to place existing and new knowledge.
- Show particular skill at inference and deduction.
- Synthesise information to present a coherent summary.
- Be able to demonstrate knowledge using a preferred learning style, e.g. visually, musically, kinaesthetically.



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10. More Able Criteria for P.E.

- Is able to combine movements fluently and precisely in a range of sporting activities.
- Demonstrates deeper levels of understanding and easily grasps underlying principles with the minimum of explanation.
- Demonstrates leadership skills with confidence and flair.
- Is able to assess and analyse self and others and give feedback for improvement.



11. More Able Criteria for ICT

Please use the following criteria to help identify Talented students within the subject of ICT (KS3 and 4).

When identifying pupils who are able in ICT, it is important to remember that they may not be able in all aspects of the subject. For example, some pupils may be able to use high-level programming skills to solve control problems, but may not be as good at constructing and investigating databases.

Criteria for identifying students:

- A Student's ability in certain software areas are far beyond their predicted level. At KS3 student is comfortable working on KS4 criteria.
- Use advance tools in software appropriately.
- Learn software skills quickly and efficiently, i.e. how to structure queries on a database.
- Transfer skills from one context to another.
- Have the desire to extend their own learning of ICT.

Personal use (criteria):

- Initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests, for example, they create an interactive fan club website that sends out a monthly newsletter to electronic subscribers (either working on their own, or collaboratively with peers).



12. More Able Criteria for Music

- To be able to maintain a steady pulse to aid performance and composition work;
- Displays an active interest in the subject, by taking part in extra curricular activities.
- Shows previous knowledge of the subject area, e.g. instrument identification;
- Can work independently on composition and performance activities.
- To recall and learn music by ear easily.
- To know, recall and understand music specific vocabulary.
- To be able to use music technology effectively and confidently.



13. More Able Criteria for R.E.

- Has a good knowledge of world religions and can compare and evaluate the distinctive practice and belief of different traditions within a religion;
- Be able to recognize the link between religion and life, why they are important to behaviour and how their beliefs influence their life and behaviour in different contexts.
- Be able to use examples from world and local issues to support work done in RE lessons.
- Show evidence of evaluating and researching work from a wide variety of resources.
- Show high levels of insight into, and discernment beyond, the obvious and ordinary;
- Make sense of, and draw meaning from, religious symbols, metaphors, texts and practices;
- Be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed;
- Understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts.

In more general terms, they may also:

- Have highly-developed skills of comprehension, analysis and research;
- Show quickness of understanding and depth of thought.



14. More Able Criteria for Art and Design

Pupils who are talented in art and design are likely to:

- **think and express themselves in creative, original ways**
they want to follow a different plan to the other pupils, challenge the tasks given, or extend the brief in seemingly unrelated or fantastic directions
- **have a strong desire to create in a visual form**
they are driven by ideas, imagination, flights of fancy, humanitarian concerns, humour or personal experience; they persevere until they have completed a task successfully, with little or no intervention from the teacher
- **push the boundaries of normal processes**
they test ideas and solve problems relating to concepts and issues; they explore ways to depict ideas, emotions, feelings and meanings; they take risks without knowing what the outcome will be; they change ideas to take into account new influences or outcomes
- **show a passionate interest in the world of art and design**
they are often interested in a specific culture (possibly relating to their own cultural background or sense of identity), particular art forms, contemporary culture or youth culture
- **use materials, tools and techniques skilfully and learn new approaches easily**
they are keen to extend their technical abilities and sometimes get frustrated when other skills do not develop at the same time
- **initiate ideas and define problems**
they explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning
- **critically evaluate visual work and other information**
they make unusual connections between their own and others' work; they apply ideas to their own work in innovative ways
- **exploit the characteristics of materials and processes**
they use materials and processes in creative, practical and inventive ways; they explore alternatives and respond to new possibilities and meanings
- **understand that ideas and meanings in their own and others' work can be interpreted in different ways**
they use their knowledge and understanding to extend their own thinking and realise their intentions; they communicate original ideas, insights and views