

Kings Langley School



More Able Policy

REVIEW DATE: Sept 2017

KINGS LANGLEY SCHOOL

A Policy Title: More Able

B Rationale

This policy exists to provide a framework for supporting our stated aim of "ensuring the happiness of every individual in our community", to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

This policy lays out the expected procedures, expectations and provision for students who are identified as either more able or talented within Kings Langley School. These should encourage and enable the students to flourish within their areas of expertise whilst also developing their character and life skills.

C Purpose

- To raise achievement and aspiration among all students by challenging and supporting more able students.
- To encourage and maintain a culture where students are recognised and high achievements are celebrated.
- To identify, and keep under review, a register of more able students.
- To provide a range of differentiated teaching and learning activities which aim to provide intellectual challenge and develop physical and social skills.
- To develop and sustain a high achieving learning ethos throughout the school.

D Guidelines

IDENTIFICATION:

Following the DfE definition of more able, any student who achieves a level 5 or above in both mathematics and English at Key Stage 2 is considered "more able" at Kings Langley School. These students remain more able throughout their school career and will be reported on.

Talented learners we define as students who show outstanding achievement or potential ability in a particular areas or areas.

A talented student will be identified at a subject leader's discretion and using a combination of the following methods:

- Data
- Teacher identification
- Information from feeder schools
- Parental nomination

PROVISION:

The Curriculum

The school will provide the more able students with their full entitlement to the National Curriculum and, additionally, provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside e.g. drama and dance competitions, sports teams, university visits.

The school's standard assessment and marking policy will be used. Subject teachers will be made aware of those students who are more able and should seek to monitor progress, over and above what they already do. Talented students should be challenged and stretched within the identified areas.

Learning Area Leaders will advise teachers within their area on strategies to challenge more able and talented students. It is the responsibility of each Learning Area Leader to ensure that opportunities for the advancement of more able and talented students are detailed in schemes of work.

This includes:

- Being aware of the talented students in your subject
- Additional support and challenge through extension activities, in addition to enrichment opportunities both in the classroom and outside school
- Learning area contributions to extra/cross curricular more able and talented provision
- Opportunities to discuss and develop provision for more able and talented students in learning area meetings

The school will seek to discover and utilise a range of strategies to improve the teaching and learning of the more able and talented. Teaching thinking and problem-solving, higher order skills, study skills, communication skills; teaching for range of learning styles will be encouraged in schemes of work.

MONITORING AND EVALUATION

The evaluation process is designed to assist senior leadership team and teachers to plan for improvement and to target resources more effectively. It also should increase teacher understanding of what works and engender confidence in order to try new things.

Targets are published for all more able students, currently being:

- Percentage of more able that achieve a grade B or above in both maths and English
- Percentage of more able that achieve a grade A or A* in both maths and English

Learning Areas self-evaluate and review their provision and exam results with particular reference to more able students.

More able and talented activities are integrated into performance appraisal, target setting, assessment, planning and analysis. Learning Area's should put into place systems for identifying and addressing underachievement (This should be part of an effective whole school system rather than something separate for the more able and talented cohort).

PERSONAL / EMOTIONAL AND SOCIAL ISSUES

It is essential that the more able and talented programme embraces the support the pastoral system is able to offer. Teachers must be aware that the identification of a student as more able may lead to peer problems, and therefore must be open to strategies to support students within the more able cohort.

COORDINATOR of MORE ABLE, SLT LINE MANAGER & GOVERNOR

To have a clear understanding of the aims of more able provision and take an active interest in the programme.

To utilise knowledge of more able objectives and programme to contribute a more able perspective, where relevant, to governing body discussions.

To develop a programme of extra-curricular activities and raise the profile of more able.

To report back to SLT and Governors periodically about the development and implementation of the programme.

To review national strategies and activities for more able and link with learning area's to ensure more able students are fully supported and challenged.

To track opportunities for identified more able students, and ensure that there is an equality in the opportunities offered.