

ACADEMICALLY MORE ABLE POLICY

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

“As each has received a gift, use it to serve one another, as good stewards of God's varied grace.” 1 Peter 4:10

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Spring term 2020

Next Review Date: Spring Term 2023

Reviewed By: Mr D Melling

APPROVED BY THE HEADTEACHER – Spring Term 2020

Balshaw's C E High School

Policy for students who are Academically More Able (Formerly Able Gifted and Talented Policy)

Recently there has been a move away from the term 'Gifted and Talented', with the idea that there is more 'room at the top' and we need to raise aspirations for those with potential to become the highest attainers. The report 'Educating the Highly Able' produced by the Sutton Trust in July 2012 recommends 'the confusing and catch-all construct "gifted and talented" be abandoned' and suggests the focus should be on those capable of excellence in school subjects, which the report terms, 'highly able'. Potential Plus (formerly National Association for Gifted Children) prefers the phrase 'high learning potential'. The DfE now use the term 'Academically More Able Students' (as of Spring 2012).

Regardless of the terminology, at Balshaw's it is our duty to assess our students thoroughly, know them as individuals and support them to achieve to the very best of their abilities.

Rationale

- At Balshaw's we aim to help all our students to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially.
- We endeavour to provide teaching that makes learning challenging, engaging and exciting, and which enables students to reach their potential.
- This policy is a statement of the entitlement of children who are more able and of the ways that entitlement is met.
- All staff at Balshaw's are committed to meeting the needs of the most able students in this school. In order to do so they have identified a member of the Senior Leadership Team (Deputy Head Pastoral) with responsibility for students identified as academically more able in education,

Aims

- Balshaw's aims to meet the needs of the most academically able and talented children in each year group through a broad, relevant curriculum. It will develop the potential and ability of these students and raise their aspirations and achievement by developing their:
 - Ability to learn
 - Range of knowledge
 - Core skills such as problem solving Creativity
 - Intellectual curiosity
 - Specific talents
- Students prior knowledge will be taken into account, particularly between the key stages alongside individual aptitudes shown in lessons
- A resource base of extension and enrichment materials will be developed

- Links will be established/extended with other organisations, not least with partner feeder schools in Leyland and South Ribble Secondary and Special schools
- Balshaw's works closely with Runshaw College and provides opportunities for students to participate in their extensive Able, Gifted and Talented activity programme throughout the year which is aimed primarily at Year 10 students.

Action

Identification -

- The school will identify a cohort of 5% of students in each year group annually. The KS2 average prior attainment score is used for this. These students are highlighted on SIMs and ClassCharts so that staff can see the students who entered Balshaw's with the highest prior attainment.
- Departments will also identify who perform at the highest level either through the Bashaw's Assessment Framework or predicted GCSE grades. It is envisaged that this cohort will not be static and that names will change with changes in students' developments in all subject areas.
- Identification will be based on results of standardised tests such as SATs, CATs, and GCSE predictors. Additionally, teacher recommendations will be taken into account.

Target Setting –

- Targets will be set for every identified student in line with school policy. These will be realistic but challenging.
- It is the responsibility of every teacher to ensure that the needs of able students are met through the teaching and learning programme in every curriculum area. Classwork and homework should reflect this. Extra competitions and challenges will be incorporated.
- Resources will be purchased on a greatest need basis. Requirements should be made known to the Head via the curriculum link member of staff.

CPD –

- The school will attend any relevant training and development activities arranged by the South Ribble Learning Communities. Training and development in each curriculum area will be organised or co-ordinated by the Deputy Head.
- CPD in Assessment, thinking skills and accelerated learning and ICT will form part of School Development and Improvement Plan for Teaching and Learning.

Curriculum Strategies -

- A variety of teaching and learning styles are used with the emphasis on risk taking, open-endedness and differentiation. Schemes of learning reflect the needs of the more able student. Strategies employed include: setting in the majority of subjects in Years 7-9, and as appropriate at KS4. Further setting takes place in options groups as numbers allow. Reporting and recording will follow school policies.
- Challenges will take place throughout the year for the most able and talented. Half termly challenge activities will take place delivered by different curriculum areas.

- Selected Year 10 students will participate in AGT workshops at Runshaw College each year.

Pastoral Considerations –

- All students need praise, encouragement and support, and this is particularly true of the most able.
- Opportunities will be given for able students to work alongside others of similar ability within the school and locality
- Each student in the cohort will be offered supported at school to ensure that they fulfil their potential.

Provision within the classroom

Important strategies include:

- varied and flexible grouping within a class;
- provision of opportunities for more able students to work with students of similar ability,
- which will mean that it is sometimes appropriate for students to work with older students;
- mentoring and additional provision for students of exceptional ability;
- the provision of enrichment/extension activities and tasks;
- differentiation within subject areas;
- setting clear and challenging targets;
- asking higher-order questions which encourage investigation and enquiry;
- teaching thinking skills in a subject context, e.g. problem-solving, decision-making;
- facilitation of independent learning by allowing students to organise their own work in
- their own way, to carry out tasks unaided using their own strategies, to evaluate their work and become self-critical.

Responsibilities

The Head Teacher will be responsible for:

- overall policy setting;
- the depth and breadth of the curriculum;
- whole-school assessment and monitoring systems;
- leading/facilitating staff in their provision for the more able.

The More Able Coordinator will be responsible for:

- monitoring the implementation of the agreed policy;
- compiling and maintaining an up-to-date register of more able students;
- coordinating provision for children on the register;

- developing expertise in this area through appropriate in-service courses for colleagues (INSET);
- sharing expertise with other staff and directing them to appropriate INSET;
- supporting and monitoring curriculum planning which ensures differentiated provision;
- ensuring the transfer of relevant information on the cohort to secondary schools;
- purchasing and organising resources to facilitate the teaching of more able children.

The Curriculum Leader will be responsible for:

- advising others of suitable strategies for extending the most able in their subject;
- purchasing and disseminating appropriate resources;
- assisting colleagues with differentiated planning;
- collecting examples of exceptional work;
- monitoring provision for the more able in their subject

The Class teacher will be responsible for:

- identifying the more able in their class;
- setting appropriate targets for the more able in their class;
- ensuring appropriate provision through differentiated planning;
- using appropriate resources to challenge the more able;
- monitoring the performance of the more able.

Monitoring/Evaluation

- The action above will be monitored by the SLT in a variety of ways through the outcomes of standardised tests, feedback from students, teachers and parents, student attendance at study support activities.
- Support will be given to departments. This support will take the form of additional training, sharing of best practice within the school and South Ribble Learning Community, purchase of resources, review of teaching strategies, learning styles, schemes of work and the like.

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