Balshaw's
Church Of England High School

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

"We know that God's children do not make a practice of sinning, for God's Son holds them securely, and the evil one cannot touch them." **1 John 5:18**

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: Autumn Term 2026

Next Review Date: Autumn Term 2027

Reviewed By: Mrs. D Dolman

APPROVED BY THE HEADTEACHER – Autumn Term 2026

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Ofsted Good Provider

Excellent School

Lancashire School of Sanctuary

ACADEMICALLY MORE ABLE POLICY

Introduction

Academically More Able (AMA) students are identified by the school, their progress monitored by the SLT (Data and QA) and Curriculum Leaders. At Balshaw's CE High School, we believe in **quality first teaching**, where **every** student is challenged, and therefore place trust in staff to support and encourage **all** students to be aspirational. This policy intends that good practice in providing for the AMA students happens routinely and is monitored and shared.

Identification of More Able, Gifted and Talented students at KS3 and KS4

More Able Students: Students with potential for high outcomes across a range of core and other subjects are defined as **MA** (More Able). These students have an **MA** code entered into SYNERGY and SISRA in a 'More Able' column so that staff are aware which students are our most able.

How More Able Students are Identified.

Prior Attainment indicates high potential outcomes across a range of core and other subjects

- **Identification**

These students will be identified by one or more of the following measures:

- CAT tests in the top 10%.
- KS2 Reading and Maths average scaled score of 116 or above.
- Students who develop sustained high attainment may be added to the More Able register, but students identified as More Able using the above criteria, may **not** be removed from the register.

Gifted and Talented

Subject specific talented students: Students are identified by departments (in liaison with SLT for data and MAGT) as having talent, flair, or ability in an aspect of their subject.

Identification

- At Key Stage 3 and 4 students can be identified as "Talented" in the subject area where the department sees them as particularly able; they would be expected to have predicted attainment grades of at least grade 7) OR have exceptional practical skills (e.g. Music, Drama, Art, PE, Technology).
- The AMA coordinator consults with subject leaders/subject AMA coordinators **in the first term** of the year to check the correct identification of students with a particular talent in a subject area
- These students will be monitored by the subject which has identified them as Gifted/Talented.

Analysis, Rewards, and Intervention at Data Collections

At each data collection the progress of More Able students is monitored by SLT and Curriculum Leaders.

- Those underachieving are identified.
- Engagement, Behaviour and Homework scores are checked.
- Any subject areas where predicted Attainment grades are below expected are highlighted.
- Target grade v Predicted grade to ensure that students are on track.
- The whole cohort is reviewed, in order to identify any possible new **MA** students.
- Review of Gifted and Talented grade student performance and targets as above in the relevant subject areas.

- **Rewards**
  - SLT for QA will co-ordinate rewards
- **Intervention**
  - Engagement/Behaviour and Homework scores that are below in one or more areas – discussion with class teachers/subject leaders highlighting students of concern.
  - Target grades for students are reviewed at each data collection and **raised** after consultation with the subject teacher or leader where more can be expected.
  - Reasons are identified as to why students are not being predicted higher grades.
  - Student meetings which could lead to students being monitored by SLT AMA lead.

- Parental telephone conversation/parental meeting.
- Academic Support Programme.

AMA Register

Once identified, students are tracked on the AMA registers. Registers track the progress of students in each year group and are updated and reviewed during data collections.

In the Classroom:

At Balshaw's CE High School, we teach in mixed prior attainment groups. It is vital that teachers are aware of the strengths of all students and set their expectations of all students high and are aware of students with high prior attainment to ensure that they are challenged.

As with all students, teachers are continually assessing learning and adapting teaching using formative assessment practices and adaptive teaching. Therefore, the More Able students should be challenged through activities which are adapted 'live' in the classroom and offer opportunities for cognitive challenge. For example, some strategies may be:

- Ensuring that there is the inclusion of advanced and complex content in the curriculum and lesson planning.
- Opportunities for metacognition.
- Rich and extended talk and cognitive discourse – including questioning, modelling, and dialogic teaching.
- Magenta Principles – to encourage deeper thinking.
- Effective use of classroom, library and digital resources and approaches.

Extra-Curricular Enrichment

These activities may be open to learners of all abilities, but offer key skills that extend those already available within the curriculum or stretch students' conceptual understanding They include:

- Clubs, societies, activity days, masterclasses, day and residential visits, visiting specialists, weekend activities.
- Collaboration with local colleges and universities.
- Use of local resources such as libraries, art, drama, or theatre groups.
- Opportunities to participate in performances, public speaking, sports activities, fundraising, and other projects.
- Opportunities for student leadership and student voice opportunities.
- Participation in national schemes, competitions, and festivals.

RESPONSIBILITIES

The Headteacher will be responsible for:

- Overall policy setting.
- The depth and breadth of the curriculum.
- Whole Staff assessment and monitoring systems.
- Leading staff in their provision for the most able.

The More Able Coordinator will be responsible for:

- Maintaining an overview of the AMA students within the school.
- The use of data from each data collection to assess the progress of the AMA students.
- Providing subject leaders with details of **MA** students in their subject and gathering Gifted and Talented designations.
- Maintaining a focus on challenge.
- Reviewing stretch and challenge in subject areas for grades 7 – 9 students and consulting with departments about improving stretch and challenge for academically more able students – including marking and feedback reviews.
- Liaising with departments on their own policies and procedures, including subject criterion checklists.
- Communicating with the parents of AMA students.
- Organising enrichment activities where feasible. Encouraging, supporting, and advising departments about enrichment activities.
- Promoting the use of competitions, clubs, and special events in tandem with the appropriate department.
- Updating the school website with regard to AMA.
- Liaising with other phases to ensure continuity and good communication.
- Sharing relevant materials or initiatives with reference to any updated AMA literature.

The Curriculum Leader will be responsible for:

- Identifying students who are demonstrating exceptional attainment or aptitude in aspects of their subject.
- Ensuring that there are opportunities for challenge in the curriculum.
- Collecting examples of exceptional work.
- Advising colleagues in their teams on the best approaches.
- Monitoring the progress of AMA students and coordinating intervention where appropriate.

The class teacher will be responsible for:

- Identifying the more able in their class;
- Ensuring appropriate provision through Adaptive teaching;
- Using appropriate resources to challenge the more able;
- Monitoring the performance of the more able.