



MORE ABLE POLICY

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Reviewed by the LGB Governors

“The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

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1. Vision

In line with the broader vision of Southport Learning Trust, our school vision is for all our pupils, regardless of background and circumstance, to make outstanding progress and achieve exceptional outcomes, which will create life chances for them in the future. Through the provision of a world class education, we seek to foster curiosity and a thirst for knowledge in our pupils. We have high expectations of our pupils and provide high-quality, challenging teaching for all. The needs of More Able learners are met largely through expert, quality-first teaching and our school ethos of 'teaching to the top'. Our curriculum is carefully crafted and implemented to provide a level of 'desirable difficulty', and, as a result, this includes an increased level of challenge for all. Our provision is enriched by focused More Able interventions, extracurricular activities, and personal development or leadership opportunities. We are externally accredited for our provision and outcomes in this area through the NACE (National Able Children in Education) Challenge Award. Our More Able policy and school principles align with that of NACE.

**'A Rising Tide Lifts All Ships —
Developing the Gifts and Talents of All Students'
Joseph S. Renzulli**

2. Aims of the policy

- To outline the principles which underpin the provision for More Able learners at Greenbank High School.
- To exemplify our expectations of 'teaching to the top' and quality-first teaching strategies (See appendix 1: The Greenbank Classroom, appendix 2: 8 strategies for 'Teaching to the Top, and our whole school Teaching and Learning policy).
- To outline our identification criteria and information on how to nominate a child as More Able.
- To provide a clear and transparent policy with defined roles and responsibilities for staff and other stakeholders.

3. Our school principles (in line with NACE criteria)

- The education of More Able learners is a whole-school endeavour which is embraced by staff at all levels.
- Addressing the needs of More Able learners can raise achievement for a much wider group of learners by increasing challenge for all.
- Providing for More Able learners is about creating a curriculum which gives opportunities for all children to flourish.
- Considering the needs of More Able disadvantaged learners is crucial to ensuring an inclusive and fair curriculum.
- Ability can be revealed across a range of specific domains, or more generally, and not only in traditional academic subjects.
- An ethos and culture of high expectations and aspirations is integral to providing for More Able learners.
- Teachers are central to providing challenging and enriching education, and their professional development in this area is paramount.
- Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.
- Teaching to the top is a mindset, not an 'add on'.
- Teaching to the top will benefit every student, regardless of their starting point.
- Teachers balance a high level of challenge with a high degree of encouragement.
- Teachers highlight students' achievements.
- Teachers create a sense of a shared learning journey.
- Teachers encourage all learners through supportive scaffolding, thinking time and modelling.

4. What do we mean by More Able? (In line with NACE criteria)

- Learners who have the potential or capacity for high attainment.
- Learners who demonstrate high levels of performance in an academic area.
- Learners who are More Able relative to their peers in their own year group or class.
- Ability in all areas of the curriculum or in a specific subject/curriculum area, including the arts and physical activities.

5. How do we identify pupils as More Able?

At Greenbank, we identify pupils who achieve 115 or above in their SATS as More Able. We also select additional pupils: the top 10% of pupils in the of the year group as a 'Working More Able Group' based on their SATS results. This will mean that the exact score used will fluctuate each year. These pupils will form part of our More Able register and will be tracked and monitored as an identified cohort through years 7-11.

As a school, we actively seek to identify Exceptionally Able students (top 2% of students nationally). An Exceptional Educational Plan will be produced to take account of the student's exceptional needs, and the provision of an individual pathway. This will include recommendations for teaching and learning strategies.

In addition to this, teachers can also nominate students to be added to the register. These students will be classified as More Able in the specific subject area they have been identified as More Able in, for example, students who demonstrate musical, artistic or dramatic talent, advanced physical capabilities, advanced organisational skills or advanced leadership skills may be identified as More Able.

Parents or carers can nominate their child to be added to our register, for example, if they perform or compete at a high level outside school. Students can also nominate their peers through communication with the Leading Teacher for More Able, Mrs C. Crowther.

As a school, we have a culture of looking for potential to achieve. Students who demonstrate outstanding work and potential during their school career at Greenbank can be identified as More Able at any time and added to the register after consultation with the Leading Teacher. Our register is updated and reviewed regularly following school data collections (PIPS).

6. Roles and Responsibilities

Leading Teacher for More Able (Mrs C Crowther)

- Be the advocate for More Able students within school.
- Keep up to date with research on teaching and learning strategies for the More Able and disseminate to staff. Engage in CPD and wider research as appropriate.
- To promote the 8 strategies for 'teaching to the top'.
- Ensure that the register is available to all staff.
- Support the emotional well-being of all More Able students.
- Provide subject leaders with details of More Able students in their subject.
- Prepare a self-evaluation statement incorporating an analysis of progress of students at all Key Stages and an analysis of More Able teaching across the school.
- Advise on the revision of the school policy, especially regarding changes in local and national conditions.
- Liaise with faculties on their own policies and procedures, including subject criterion checklists.
- Monitor the progress of More Able students throughout the year, ensuring the implementation of strategies where there are concerns.
- Support the professional development needs of departments and individuals and deliver CPD as appropriate.
- Promote student referral among staff.
- Gather information relating to the identification of More Able students from a variety of sources including National Curriculum Test results, Cognitive Ability Tests, the SEND department, information from feeder schools and parents.

- Maintain and update the register at the end of each data collection.
- Communicate with the parents of More Able students.
- Organise enrichment activities where feasible. Encourage, support and advise faculties about providing enrichment activities.
- Promote the use of competitions, clubs and special events in tandem with the appropriate faculty.
- Update Sharepoint and the school website regarding More Able strategies, provision, and events.
- Liaise with other phases to ensure continuity and good communication, for example, contacting feeder schools to establish More Able pupils transferring.
- Liaise with relevant associations and other external agencies, including local colleges and universities.
- Monitor, intervene and access support when a More Able student is experiencing pastoral difficulties.
- To support the collection of whole school evidence for the NACE Award.

Senior Leadership team (SLT)

- To support associated departments and year groups in implementing the policy.
- Target setting for pupils using Fisher Family Trust (FFT) top 5% of pupils nationally as a challenging benchmark.
- Termly analysis of assessment data to inform planning.
- To review and evaluate the provision for More Able students during QA through evaluation of schemes of work, lesson observations and scrutiny of work.
- To support the professional development of staff by sharing relevant knowledge and disseminating information.
- To support appropriate applications for further training in this field.
- To support the work of the Leading Teacher of More Able.
- To ensure the learning environment supports the needs of all pupils.
- To report to governors on the progress and provision for More Able students.

Directors of Learning, Subject Leaders or nominated Faculty Co-ordinator for More Able within department:

- To write and implement a department policy in line with the whole school policy to set levels of expectation for the year range.
- To establish criteria for identifying More Able students within the subject discipline.
- To inform teachers of the target grades for More Able students and review their progress in department meetings and briefings.
- To develop a system to monitor and support under-achieving More Able students.
- To ensure that schemes of work are challenging and promote a thirst for knowledge.
- To be aware of developments in the field and encourage sharing of good practice in the department.
- To ensure that the department has a faculty co-ordinator for More Able.
- To ensure that exceptional work and achievement is celebrated through Golden Work, Awards Evenings, newsletters, social media and other rewards.

Subject Teachers

- To ensure that the current grade/target band of pupils is on their seating plans.
- To implement appropriate support strategies for underachieving students.
- To utilise a variety of teaching strategies to provide for the needs of students, ensuring that challenge for all is at the forefront of their teaching.
- To have high expectations for all.
- To report on the attainment and progress of More Able students as part of normal school procedures.
- To celebrate work through feedback, Golden Work, and other rewards.
- To identify other pupils who are high performers in their subject area and ensure they are placed on the register.
- To support the wellbeing of pupils in lessons.
- To adapt the learning environment to meet the needs of students, including independent learning opportunities, leadership roles, flipped learning, research study, opportunities to present their work, paired work, and so on.

Heads of Year

- To be aware of the More Able students within the year group through the More Able register.
- To track the progress of all students in their year group through PIPs.
- To co-ordinate support strategies for underachieving students.
- To liaise with the Leading Teacher for More Able.

Form Tutors

- To be aware of tutees who have been identified as More Able.
- To review progress and motivation to set appropriate targets.
- To liaise with Heads of Year and subject teachers to support underachieving students.
- To be aware if any students in their form group are under increasing pressure, including if they need additional pastoral care, support, or intervention.
- To motivate their tutees to 'rise to the challenge' in all aspects of school life.

7. Inspiration

- NACE (www.nace.co.uk)
- Teach to the Top by Megan Mansworth
- High Challenge, Low Threat by Mary Myatt
- Teacher Toolkit by Ross Morrison McGill
- EEF Teacher Toolkit / Summary Reports
- Why Learning Fails (and what to do about it) - Alex Quigley
- Powerful questioning: Strategies for improving learning and retention in the classroom – Michael Chiles
- Coe, R. (2013) *Improving Education: A triumph of hope over experience*. Inaugural Lecture of Professor Robert Coe, Durham University, 18 June 2013. Retrieved from: www.bit.ly/2T8AEFU
- Coe, R., Aloisi, C., Higgins, S. and Major, L. E. (2014) 'What makes great teaching? Review of the underpinning research.' *The Sutton Trust Report*. Retrieved from: www.bit.ly/3wA6toK

8. Links to other policies and documents

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Pupil Premium Strategy
- Special Educational Needs and Disabilities Policy
- Assessment Recording and Reporting Policy
- Marking and Feedback Policy

9. Faculty Policies

Each faculty has co-ordinator for the More Able. They will write and review the faculty policy, ensure identification of students takes place regularly, and that a list of More Able pupils is passed on to the leading teacher for the More Able. They will also provide advice and support for teachers within their faculty on strategies and provision for the More Able and attend CPD (as appropriate) to enhance their practice and the faculty provision for the More Able.

English and Communications

How do you pique curiosity and promote a thirst for knowledge within your subject?

- A range of clubs are on offer, including film club, book club, spelling club, and 'Cakes and Classics.'

- Educational visits, including Howarth, Grasmere, Liverpool Museum, theatre visits, and cinema visits.
- Year 9 literacy leaders.
- The opportunity to star in a school show (drama).
- A range of activities linked to careers, including author workshops and visits from those working in the field of drama/theatre/film.

How do pupils achieve exceptional outcomes in English, drama and film studies?

All lessons are taught to the highest level – from the top down.

Where necessary, scaffolding is provided for those who need it, and more demanding work provided for students demonstrating secure understanding. Visualisers are in place in every English classroom to allow for live modelling and to address misconceptions live.

Teaching to the highest level of knowledge enables More Able pupils to have access to resources that enable them to reach grade 8/9 and to gain the most in depth, secure understanding of the concepts taught possible.

Students have access to subject specialist teachers who can address any misconceptions deeply and provide strong questioning to promote a holistic and secure understanding, allowing students to form secure and detailed schemata, where links between subjects are made.

- AQA trained staff members and subject specialists who are experts in 'teaching to the top.'
- Using targeted revision or 'masterclasses' to build on areas that need more focus.
- Encouraging students to complete practice papers at home.
- Teaching of study skills and explicit teaching of revision.
- Challenge/competition opportunities both in and out of school, including Foyle poetry competitions.
- Personal development activities in lessons and scheduled as part of Personal development (PD days).
- High quality oracy education and opportunities to learn through talk.

Humanities

How do you pique curiosity and promote a thirst for knowledge within your subject?

- *History* competitions vary each year for example - a VE Day competition for year 7 and 8, a castle competition for year 7 (linked to their Medieval Unit of Study) and a Great Black Britons competition for year 8 (linked to their British Civil Rights Unit).
- Geography – clubs – climate change committee, Mock COP26 event.
- History – visits – we take students in year 8 to visit Quarry Bank Mill as part of their Industrial Revolution unit of study; MAGT students were offered the chance to visit Liverpool archives to develop their local History
- History – external links - links with local sixth form colleges, including virtual study skills classes with Winstanley and a Germany masterclass at Runshaw.
- Geography – external links - lectures from an Oceanographer from University of Liverpool.

How do pupils achieve exceptional outcomes in History, Geography, and RE?

All lessons are taught to the highest level – from the top down.

Where necessary scaffolding is provided for those who need it, and more demanding work provided for students demonstrating secure understanding.

Teaching to the highest level of knowledge enables More Able pupils to have access to resources that enable them to reach grade 8/9 and to gain the most in depth, secure understanding of the concepts taught possible.

Students have access to subject specialist teachers who can address any misconceptions deeply and provide strong questioning to promote a holistic and secure understanding allowing students to form secure and detailed schemata, where links between subjects are made.

High quality oracy education and opportunities to learn through talk.

History

A More Able student in History will be encouraged to read around the subject; complete practice papers; study and gain advice from examiners reports and attend revision sessions. They will also be provided with extension booklets for each unit that contains extra reading, historiography and links to podcasts and documentaries.

More Able historians have a flare for the detail and the ability to consider a range of evidence (whilst being able to judge its reliability and relevance). They can read difficult sources and can interpret them from a range of angles. They are eager to soak up information on past historical events and can place it into timescale easily. They understand the context a source may have been taken from.

They will demonstrate a high level of literacy in their written work and can write clearly. They are adept at being able to explain why things have happened and give a range of accounts as to why history may have interpreted it differently. The vocabulary of a More Able pupil is deep and varied and this will be shown in both written and verbal understanding. More Able learners tend to be good readers, excellent thinkers and reflectors.

Geography

More Able geographers will find endless fascination in the world around them. They demonstrate this through high-level questions they pose to the teacher and other pupils and the responses they will give back. They are active in discussion-based learning and have an excellent general knowledge of current local/national/global geographical issues. This can be because of detailed Key Stage 2 geography learning; an interest in watching the news or learnt from home/family/school experiences. More Able geographers tend to have an extensive locational knowledge and an aptitude that enables them to remember detailed content such as unfamiliar capital cities, mountain ranges and labelling places on a map.

A More Able geographer will produce work that has detailed, elaborated reasoning within it. They will be able to draw on examples they have studied, give a balanced viewpoint (considering both long and short-term implications) and justify the social, economic and environmental impacts on a wide range of issues. More Able geographers are excellent problem solvers and critical thinkers – both verbally and in their written work. They can consider a range of different viewpoints and decide on the best course of action.

RE

A More Able pupil in RE is inquisitive about the world in terms of social, cultural and moral ideas. They will have an up-to-date knowledge of current affairs and are keen to discuss and debate the issues surrounding our world. High levels of literacy would also be evident in written work as well as the ability to fully evaluate, showing reasoning for different points of view. They would be able to explain how ideas and beliefs can be interpreted differently and annotate sources of wisdom and authority accurately. More Able pupils in RE look at the world in awe and wonder, seeking out answers to ultimate questions. They would ask philosophical questions and question teachings from religious texts and scriptures.

Mathematics

- How do you pique curiosity and promote a thirst for knowledge within your subject?
- Maths challenges and competitions, both team and individual – UKMT entry.
- Maths trip to Bletchley Park and Greenwich (year 9).
- Year 9 Maths leaders.
- GCSE Further Maths.
- Links to Liverpool Maths School re: outreach work/opportunities.
- Personal development opportunities – for example, Maths Industry Day.

How do pupils achieve exceptional outcomes in Mathematics?

All lessons are taught to the highest level – from the top down.

Where necessary, scaffolding is provided for those who need it, and more demanding work provided for students demonstrating secure understanding.

Teaching to the highest level of knowledge enables More Able pupils to have access to resources that enable them to reach grade 8/9 and to gain the most in depth, secure understanding of the concepts taught possible.

Students have access to subject specialist teachers who can address any misconceptions deeply and provide strong questioning to promote a holistic and secure understanding allowing students to form secure and detailed schemata, where links between subjects are made.

Analysis of assessments used to identify areas of development.

Additional qualifications (GCSE Further Maths).

- Weekly revision sessions.
- Challenge/competition opportunities both in and out of school.
- High quality oracy education and opportunities to learn through talk.

Science and Physical Education (PE)

How do you pique curiosity and promote a thirst for knowledge within your subject?

More Able pupils and those pupils identified as having a strong interest or aptitude for science will be invited to attend a half-termly “Meet the Scientist” Session. Alumni and parents/external contacts with a career in STEM will attend school at lunchtime/after school so that our pupils can ask questions about their career; issues they currently face, and any other avenue the conversation takes in this respect. This is an example of a real-life opportunity to use and improve their oracy skills whilst learning deeply around a STEM career.

- Opportunity to become a Science Leader in Year 9 to assist in leading Nature Club, Year 6 Transition, Year 5 Taster sessions and Primary School sessions.
- The opportunity to take part in educational visits, science clubs, and revision sessions is offered to all students.
- In PE, More Able students are encouraged to become sports leaders, taking on the responsibility of organising break time activities and helping with primary sports days and indoor athletics events.
- PE trips and competitions are offered throughout the year.

Science

How do pupils achieve exceptional outcomes in Science?

All lessons are taught to the highest level – from the top down.

Where necessary, scaffolding is provided for those who need it, and more demanding work provided for students demonstrating secure understanding.

Teaching to the highest level of knowledge enables MAGT pupils have access to resources that enable them to reach grade 8/9 and to gain the most in depth, secure understanding of the concepts taught possible.

In year 10 and 11 students have subject specialist teachers – who can address any misconceptions deeply and provide strong questioning to promote a holistic and secure understanding allowing students to form secure and detailed schemata, where links between subjects are made.

Where appropriate, students take part in high quality class discussions and debates, refining many interpersonal as well as investigative skills.

Students can achieve a grade 8/9 in combined Science if they show outstanding knowledge of all aspects of science covered from year 9 to 11 in the exam papers sat in year 11. Students must be able to show understanding of the need for valid investigations, be able to interpret data and use a variety of maths skills.

Students must be able to apply knowledge to unfamiliar contexts and be able to see the links between different topics. The above also applies for separate science students who need to show outstanding understanding of each of the three subjects studied as its coverage is wider and in places to greater depth.

Physical Education

How do pupils achieve exceptional outcomes in PE?

Pupils are given more advanced tasks/skills in lessons.

Pupils (where appropriate) will be given opportunities to work with other More Able pupils in the lesson to make it more challenging.

Pupils are given leadership roles to enhance their communication, teamwork, and knowledge of the sport. They will be asked to lead/support other pupils in the class, and younger pupils (including primary school age).

Pupils are encouraged to go to extracurricular clubs provided in school and to compete at a high level within Southport and Formby, county and national.

Pupils are encouraged to attend clubs outside of school to enhance their skills further.

Pupils who demonstrate a real talent in PE will be encouraged to take GCSE PE.

Languages

The Languages faculty offers a range of additional support and curriculum-based activities to ensure that those pupils who demonstrate a particular gift or talent in languages can achieve to their full potential.

How do you pique curiosity and promote a thirst for knowledge within your subject?

- Language Days in French and Spanish in conjunction with Birkdale High School.
- Language Leaders Award Scheme.
- Careers in Languages Day at UCLAN.
- GCSE Easter Language Courses.
- European Day of Languages Events and Competitions.
- Masterclasses at Runshaw College.
- Collaboration with KGV.
- Visits to and from French partner school pupils in Lille.

How do pupils achieve exceptional outcomes in languages?

All lessons are taught to the highest level – from the top down.

Where necessary scaffolding is provided for those who need it, and more demanding work provided for students demonstrating secure understanding.

Teaching to the highest level of knowledge enables More Able pupils to have access to resources that enable them to reach grade 8/9 and to gain the most in depth, secure understanding of the concepts taught possible.

Students have access to subject specialist teachers who can address any misconceptions deeply and provide strong questioning to promote a holistic and secure understanding allowing students to form secure and detailed schemata, where links between subjects are made.

Arts, Design and Technology

The faculty consists of creative subjects: music, food and nutrition, computer science, art, photography, graphics, design and technology and child development.

Students who are More Able are more likely to:

- Demonstrate high levels of technological understanding and application.
- Display high quality and precise practical skills.
- Have flashes of inspiration and highly original or innovative ideas.
- Be capable of rigorous analysis and interpretation.
- Be sensitive to aesthetic, social and cultural issues.
- Get frustrated when a teacher demands that they follow a rigid process.
- Demonstrate different ways of working or different approaches to issues.
- Demonstrate more independence of study.
- Need less practice at tasks.
- Need time and space to experiment.

Music:

Pupils who have a talent for music may demonstrate confident instrumental skills or may show a high level of intuition when responding to a variety of music. They will generally possess a high level of skill in 2 or more of the 3 areas of Listening, Composing and Performing.

Listening

- Be captivated by sound and engage fully with music.
- Listen actively and respond intuitively to a wide range of music.
- Show a high level of musical awareness in written responses to music excerpts.
- Manage simple aural dictation exercises.
- Be able to accurately sing or play back musical motifs as played by the teacher or recorded source.

Performing

- Demonstrate a high level of proficiency on an orchestral or classroom instrument memorise music quickly without any apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing).
- Demonstrate the ability to communicate through music, for example to sing or play with musical expression and with confidence.
- Perform with a degree of confidence in front of peers.

How do you pique curiosity and promote a thirst for knowledge within your subject?

Opportunities on offer for pupils include the following:

- Revision sessions.
- Challenge/competition opportunities both in and out of school.
- Personal development opportunities – NEA days allow for extended periods of working and experimentation.
- Music Ensembles and Theory Club.
- Arts Award.
- Champions of the Arts – Arts Council (leadership).
- BEBRAS award and Coding Club.

How do pupils achieve exceptional outcomes in Art, Design and Technology?

Faculty staff collaborate with both schools in the trust and others locally, along with local colleges, using their facilities to enable pupils to achieve exceptional results. Examples of collaboration include the moderating of coursework, COTA Council workshops with Primary Schools

All lessons are taught to the highest level – from the top down.

Where necessary scaffolding is provided for those who need it, and more demanding work provided for students demonstrating secure understanding.

Teaching to the highest level of knowledge enables More Able pupils to have access to resources that enable them to reach grade 8/9 and to gain the most in depth, secure understanding of the concepts taught possible. Students have access to subject specialist teachers who can address any misconceptions deeply and provide strong questioning to promote a holistic and secure understanding allowing students to form secure and detailed schemata, where links between subjects are made.

Pupils are given the opportunity to read around the subject and develop an excellent command of the technical language of the subject.

NEA forms a large part of many of the faculty subjects and forms a significant part of their overall grade. NEA involves self-direction, a high level of independence, and presents challenges for More Able students to overcome. It also provides opportunities for them to work with breadth and pace and maximises their creativity.

High quality oracy education and opportunities to learn through talk.

Personal Development

The teacher within the faculty with responsibility for More Able is Mrs Clarke. She will ensure identification of students takes place each year and that this list is passed on to the leading teacher for the More Able. She will also offer advice and support for teachers within the faculty on strategies and provision for the More Able.

How do you pique curiosity and promote a thirst for knowledge within your subject?

PD Days:

- Enterprise days in Years 8-10 to encourage business skills and link to careers.
- Citizenship days – to encourage an interest in Finance and Politics, including a visit from the MP.
- Maths Industry Day (careers in maths).
- Trips to places of interest to further Cultural Capital.
- Leadership day to encourage independence, confidence and resilience.
- PSHE linked days to further SMSC learning, such as disability awareness and Martin Luther King Day.
- Careers – career of the week, specialist topics in PD, PD Days linked to subject areas.
- Wide range of extra-curricular activities offered and tracked to ensure fairer provision.
- Theme of the week linked to SMSC.
- Pupils track their own PD journey through PDT booklets.
- Outside speakers are invited into school to further learning.
- Specialist teaching staff who are equipped to deal with sensitive topics in an appropriate manner.
- High quality oracy education and opportunities to learn through talk. Where appropriate, students take part in high quality class discussions and debates, refining many interpersonal as well as investigative skills.

How do pupils achieve exceptional outcomes in Personal Development?

All lessons are taught to the highest level – from the top down.

Where necessary, scaffolding is provided for those who need it, and more demanding work provided for students demonstrating secure understanding.

Students have access to subject specialist teachers who can address any misconceptions deeply and provide strong questioning to promote a holistic and secure understanding allowing students to form secure and detailed schemata, where links between subjects are made.

A More Able pupil in PD is inquisitive about the world in terms of SMSC, citizenship, British Values and RSE. They will have an up-to-date knowledge of current affairs and are keen to discuss and debate the issues surrounding our world.

High levels of literacy would also be evident in written work as well as the ability to fully debate and discuss, showing reasoning for different points of view.