

THEALE GREEN SCHOOL

EXTENDING THE MORE ABLE POLICY

Purpose and background

Extending the More Able students is a key aspect of the School Improvement Plan based on the previous exam results and the OfSTED focus on extending the more able students in school.

Policy objectives

- Improve the support offered, monitoring of standards, staff knowledge/involvement & tracking of progress.
- Improve differentiation, opportunities offered and support given to More Able students.
- Improve communication, support offered and the whole school focus on extending the more able.
- Develop links in the wider community and with Feeder Primary Schools.

Practice and procedures

Curriculum plan and structure of the school day

All teachers should differentiate their planning based on the More Able students in each of their classes to ensure these students are being stretched and challenged in all subjects.

The number of A/A* grades is an important focus for the school and teachers are aware of the progress that needs to be made with their GCSE & A Level examination subjects.

All departments should integrate differentiation for the More Able students into their SOW.

Grouping of students

Students are identified using the CAT4 program at the beginning of Year 7. This testing system determines their non-verbal and verbal skills ability levels and the top percentage of the year group are then identified as More Able. To be identified as More Able by CAT4 means that each student has the potential to achieve higher in all of their subjects in comparison to other students in the year group. This is a generalised identification to inform teachers that the student needs to be stretched and challenged in their subject.

Individual subjects are then asked to identify students who they believe to be More Able in their subject even if they have not been identified by the CAT4 program.

English, Maths & Science set students based on ability for KS3 & KS4; other subjects can only do this if the timetabling allows this to be available to happen.

Personalised learning

The school endeavours to personalise learning to meet the individual needs of students by offering:

- Approaches to learning that identify and respond to the individual learning styles of students;
- A range of courses suited to the needs of students of all abilities;
- Accelerated and enhanced learning pathways for More Able students;
- The use of ICT to broaden the scope of students' learning and to develop independent study skills;
- In-class support, modified programmes of study and intensive tuition in small groups or individually for SEND students;
- Flexibility to adapt the curriculum or timetable for students at risk of exclusion;

- Learning opportunities outside the normal timetable structure that enhance and enrich the experience of students;
- A wide range of extra-curricular activities;
- Opportunities to develop leadership skills and to contribute to community cohesion;
- Learning opportunities beyond the capacity of the school through partnerships with other schools and colleges;
- Relevance to the world of work through business links and work placements.
- Use of effective questioning to stretch and challenge More Able students during lessons.
- Whole school ERIC lesson plan used to identify More Able students and the intervention strategies being used during lessons.
- Use of MINT Class to create seating plans, which can be used to extend the More Able students in the class. Teachers could compare the More Able students in other lessons based on the data and additional information stored on the program.

Sixth Form

In the Sixth Form, there are opportunities to challenge ability by becoming part of the Head Team, participating in events such as Question Time or being identified as an Academic Scholar based on grades awarded at GCSE.

Associated policies and documents

Curriculum

Whole School Marking Policy

Management of policy

- School:** This policy is implemented and managed by the school's curriculum team and the Senior Leadership Team of the school
- Governing Body:** The Governing Body has delegated the oversight, review and update of this policy to its Student Progress and Welfare Committee
- Approval:** Approved by the Student Progress and Welfare Committee on Monday 8th February 2016
- Next review due:** Spring 2019