



2017-2018

More Able Policy

Supporting the More Able

Policy Document

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AIMS

At Crestwood our aim is to provide all pupils with a broad, balanced and relevant education that enables them to reach their full potential. All come with different needs, abilities and aspirations. Many lack self-esteem and face barriers to learning. Our aim is to break down the barriers and provide a challenging and fulfilling curriculum that will: -

- Allow for students to be accurately identified using a process that is regularly reviewed. Including new and updated departmental selection. This is currently being piloted at Crestwood and the MAT.
- Promote a culture of "Excellence."
- Develop curriculum structures that enhance and enrich provision for learning.
- Provide opportunities for all learners to learn beyond the classroom and in out of school environments.
- Identify students with gifts and talents at each stage of their learning.
- Raise the aspirations of both students and families.
- Provide staff development in subject specific strategies to challenge and engage our most able students.
- To ensure that students achieve their full academic potential because they are confident, independent, articulate learners.

Commented [pl1]: To be investigated with RHA and/or MAT contact

Definitions

The Government suggests that 5-10% of a year group, regardless of the ability profile of the school, should be provided for under the Gifted and Talented strand. At Crestwood we have opted to select the top 10%. We also refer to our pupils as our More Able.

At Key Stages 3 and 4, we categorise the students as follows:

- Gifted students are those who have high ability or potential in one or more of the academic subjects.
- Talented students are those who have high ability or potential in the creative or expressive arts or in sport.

Gifted and Talented students may also be those who are not yet fulfilling their potential.

Subject Nominated

This term is used for students who are not in the top 10% category but have been nominated by a particular subject, using the new 'Characteristics' approach'. This is a new strategy but helps staff to really find out, who our subject specific more able are.

To aid staff with the process of identification of the More Able students, each department has received a subject-specific identification pack. Departmental staff have the opportunity to select key Characteristics.

Commented [pl2]: PLA to query this with RHA. Criteria are on SPACE. These are different to other found criteria

These students are then added to the register and categorised accordingly.

This system ensures that:

- Students who are not recognised as being More Able by statistical data are still supported.
- Staff are able to use their professional knowledge and understanding to identify More Able students, especially those who have ability in Art, Design Technology, Music, PE, and Performing Arts.
- A inclusive system is employed.

Subject areas have a responsibility to support pupils identified within their subject area. Each faculty has a nominated member of staff who monitors More

Able activity and is the key communicative link between the More Able Lead Teacher and individual departments.

Informing Staff

Staff should be informed of More Able events, practices and procedures through their departmental appointed person, the More Able Policy and through Training and Development days.

There are many lesson observations throughout the year and feedback will be used to provide guidance for teaching staff and for confirmation of good practice. Teachers who demonstrate outstanding characteristics in this area will be asked to share strategies for NQT, PGCE, teacher observations.

CPD for Staff

Staff may access training and professional development with a More Able focus by attending subject specific courses and seminars. They may source these events personally or through their department.

Alternatively, the More Able Lead Teacher may source a course or event. For example, some staff have attended specific subject based workshops/courses with students aimed at gaining specialist skills to raise achievement within their subject areas. Other accompanying More Able visits include attending a Higher Educational venue aimed at providing excellent training, ideas and inspiration for staff.

In the Classroom we will provide:-

- Identification of all More Able students in staff seating plans and planners.
- Clear expectations, curriculum targets, differentiated learning objectives and outcomes shared with students.
- Differentiation and varied teaching strategies designed for all ability levels to stretch and challenge.
- An understanding of the variety of different ways in which students learn.
- A range of opportunities are planned for independent learning and a wide range of learning styles used to personalise learning so every student can achieve.
- Opportunities for investigation, problem solving and exploration.
- Opportunities for group work and leadership.
- Careful attention to the ways in which students are grouped.
- A supportive learning environment.
- Flexible responses to the needs of Gifted and Talented students.
- Enrichment and extension activities.
- The opportunity for self, peer and whole group review.
- Monitoring and feedback to allow students to move on and progress towards the next step' and in order to reach exemplary levels, steps or grades at KS3/4/5.

Beyond the classroom we will provide: -

- Opportunities for Independent Learning.
- Variety of Deeper understanding activities.
- Supervised after school study.
- Specialist after school clubs.
- Accessible ICT facilities.
- Subject specific visits and workshops.
- Holiday extension schools.
- Study skills sessions.
- Participation in local and regional G&T events.
- Links with Higher Education providers.
- Duke of Edinburgh.
- Regular monitoring, review and feedback.

Enrichment and Extension

Enrichment relates to the breadth of study and experience. It involves offering students a wide variety of opportunities both within and outside college and exposing them to experiences not normally encountered as part of the standard curriculum. Care must be taken to ensure that enrichment does not take the form of 'bolt on'.

Enrichment should be closely linked to extension and acceleration.

Extension consists of providing extra materials at a deeper or more complex level, or providing challenging questions. Extension relies on a teachers sound subject knowledge and willingness to adapt the curriculum. Extension activities can also take place outside school hours.

Monitoring, Reviewing and Target setting

Tracking Student Progress

Students should be monitored and tracked across time and subjects using a range of AFL methods such as teacher assessment and test results. In addition grade sheets should be monitored and tracked within the department and via the More Able Lead Teacher. Intervention should also be in place.

Classroom teachers should track the progress of their students by regular formative and summative assessments. AFL and Marking of work should clearly inform students how to improve/progress to their next level.

More Able students performance should be recorded, monitored and reviewed regularly.

This should provide essential feedback which is articulated to Heads of Department/ Key Stages/SLT/Parents/Carers.

- Rewards systems should be used effectively to support, encourage and motivate all
- Data is managed through SPACE and HOD/HOY.

New data can be added easily and updated.

- Staff in departments should discuss, share and use this information to inform future planning, teaching activities, deeper learning activities and intervention strategies.
- More Able students are to be offered an appointment with the More Able Lead Teacher on request.
- Data to be collected regularly and shared with students and their parents, through access on SPACE and through Parent's evenings.
- Intervention process is to be actively engaged to develop strategies and approaches to countering underachievement/ to overcome barriers e.g. via mentoring process or intervention logs.
- The More Able Lead Teacher will meet with other relevant leaders and key adults to discuss access, intervention strategies and provision for those with multiple exceptionality and for Looked After Children on the More Able register.
- More Able lesson observations will continue to take place and will involve all

Departments

The focus in 2017-18 will be: -

1. Monitoring progress and providing frequent, detailed and accurate feedback that empowers students to take command of their own learning and progression.
2. Planning activities that challenge the higher ability range within the classroom setting and developing appropriate deeper learning assignments.

The Subject Teacher

The teacher in the classroom is at the heart of the colleges provision for More Able students. Teachers who are most successful with the More Able are able to:-

Look for ways to widen the scope of learning activities in the classroom and beyond.

- Encourage students to take risks and ask questions.
- Plan differentiated activities and extension questions.
- Invite students to plan and work independently.
- Create meaningfully independent deeper learning activities which challenge and stretch the more able.

- Use more able students to introduce new topics/develop review activities for lessons.
- Help students to review and assess their own progress and set targets.
- Provide assessment that is rigorous and constructive.
- Challenge those more able students who are underachieving and undertake early

Intervention strategies.

- Are sensitive to the feelings of More Able students and avoid situations that may cause difficulties with peers or parental expectations

The More Able Co-ordinator

The More Able Coordinator should have an overview of provision. The responsibilities should include:

- Supporting staff in identifying and monitoring More Able students.
- Keeping up to date with information about resources and services available and sharing this with colleagues.
- Leads training and developments in teaching and learning to raise challenge and achievement in More Able students.
- Coaches colleagues to improve teaching strategies.
- Acts as an advocate for the More Able
- Encouraging the development of suitable enrichment activities in lessons and extra-curricular.
- Co-ordinating the use of external agencies, resources and facilities.
- Contributing to aspects of whole school planning.
- Facilitating staff training, where appropriate.
- Working with staff to track student progress.
- Liaising with other More Able Teachers within the Borough through the West Midlands Gifted and Talented Network.

Characteristics of a More Able Student

The following characteristics are not, in themselves, proof of exceptional ability but may alert staff to investigate

- Be a good reader.
- Be articulate and verbally fluent for their age.
- Give quick responses which may sometimes seem 'cheeky'.
- Have a wide general knowledge.
- Learn quickly and retain knowledge and have the ability to recall and connect facts.
- Be interested in topics that appear advanced for his/her age group.
- Communicate well with adults, sometimes better than with peers.
- Have a range of interests, some of which may appear obsessive.
- Be able to teach themselves in areas of special interest.
- Show original responses to problem solving activities.
- Prefer verbal to written activities.
- Be able to think and reason logically and make connections between a ranges of ideas.
- Have an ability to work things out in their head very quickly.
- Be artistic, musical or excel at sport. Have strong views and opinions on a wide range of issues.
- Have a lively and original imagination and sense of humour.
- Be very sensitive and aware.
- Focus on own interests rather than follow instructions explicitly.
- Be socially adept or inept.
- Can appear arrogant-impatient with others.
- Be bored and question what they feel are inadequate tasks.
- Be a strong leader.
- Behaviour not always perceived as 'good'. Can be challenging.

Characteristics of a More Able Students who are Underachieving

Some of the following characteristics may be observed in More Able students who are underachieving or are uncomfortable about being 'different':

- Poor attention span when 'bored'.
- Low tolerance for tasks that seem to have no purpose or be irrelevant.
- May get involved in 'power struggles' with staff.
- Has difficulty restraining desire to talk and question, which becomes disruptive.
- Questions rules.
- Can be disorganised.
- Have low self-esteem, can be very self-critical.
- Highly sensitive to criticism.
- Behaviour affected by the situation/individuals.
- Explain own behaviour by criticising others, systems, rules.

Suggested strategies for More Able Students who are underachieving

- Offer learning activities in the classroom and beyond which stretch students' abilities through a combination of acceleration, enrichment and extension.
- Opportunities for independent learning and use of a wide range of learning styles.
- Learning beyond the classroom which supports acquisition and application of knowledge and skills. Experiences in Higher Education or other specialist centres which provide contact with centres of excellence and students of similar ability.
- Provide support and mentoring in specific areas.
- Maintain a sensitive and ongoing identification process which is updated on a termly basis allowing all students potential to excel.
- Practice effective assessment for learning so that planning takes account of prior learning, targets and differentiated learning objectives.
- Support and encourage high aspirations.
- Sensitive praise and rewards.
- Promote active enquiry, thinking skills and discussion within and outside of lesson.
- Provide modelled answers for students to gain an understanding of high levelled answers.

- Offer realistic options that encourage students to use strengths and preferred ways of learning.
- Incorporate appropriate deeper learning assignments to allow students to personalise their learning.

More Able Register 2017-2018 Time Line

- The register is completed during the Autumn Term. (All departments)
- Staff to work on the new departmental approach.
- Responses for More Able nominations within their subjects are reviewed every term, for all Key Stages
- Many More Able students display a specific interest for a particular subject or aspect of the curriculum.
- Completion date December 15th 2017