



MORE ABLE POLICY

Last Review:	June 2016
Committee:	Learning
Date Ratified:	14 July 2016
Next Review:	June 2019

Rationale

Sir William Romney's school seeks to give every learner the opportunity to develop skills, experiences and knowledge to achieve to their full potential. Personalising learning experiences require that for some students, such as the more able, the curriculum and pastoral programme are enriched to provide the learning challenge to motivate and extend these more able learners. The school believes that an essential element in provision for the more able is in quality first teaching in the classroom, which develops and extends the learning for these more able students, and challenges them to fulfil their potential. Alongside this quality first teaching, there is a mentoring programme and enrichment activities, to extend and develop the more able learner beyond their classroom learning. This policy sets out the methods and processes by which we ensure high quality provision for our more able learners.

Aims

This policy is intended to promote the following aims for more able learners:

- A high level of aspiration
- High expectations of achievement
- Greater enterprise, resilience and independence
- Support in achieving high level academic targets

Definition and Identification

The definition of 'more able learners' are those learners who have achieved above expected results in Key Stage 2. This has historically equated to achieving level 5 results in Key Stage 2 assessments. For the entry cohort from September 2016, this will be defined as a student being identified as **'Working at greater depth'**. **An identification which will be made by the DFE following standardised Key Stage 2 test scores, where 100 indicates a student as being 'secondary ready'**.

This information is collated by the Data Manager and the More Able Lead Teacher and is made available to all staff.

Organisational and in-class approaches

School strategies include:

- Tailored and personalised learning to meet the needs of the most able in order to achieve aspirational targets and to enrich their learning experience.
- Pedagogical focus on learning for the most able through lesson observation and Learning Area learning conversations.
- Tracking the progress of more able learners by the More Able Lead Teacher.
- Mentoring and coaching programme for underachieving students by the More Able Lead Teacher involving students and their parents.
- Sharing of best practice in teaching and learning for the more able, coordinated by the More Able Lead Teacher.

- The availability of extra-curricular enrichment opportunities such as clubs and trips and visits.
- A focus in tracking and monitoring of more able students at Learning Area level through the line management process.
- Linking the actions described in this policy to those in the Pupil premium policy and merging support packages for students who fall within the more able and pupil premium category.

Pastoral support and guidance

We recognise that more able learners have additional pressures relating to their targeted high level of achievement which need to be managed sensitively. More able students will be monitored by the More Able Lead Teacher, their Tutor and Learning Manager following each reporting session to monitor progress.

Students will also receive academic and emotional support, where necessary, from either a subject specialist teacher or from the Phoenix Room staff.

Co-ordination and monitoring

The More Able SLT Lead has overall responsibility for:

- a. Ensuring that the policy is implemented
- b. Ensuring that the professional development programme includes relevant aspects of more able provision.
- c. Line managing the More Able Lead Teacher.

The More Able Lead Teacher has an overall responsibility for:

- a. Raising awareness of the requirements of more able students and effective provision for the more able.
- b. Mentoring and supporting more able students and their parents.
- c. Auditing school provision at a departmental level and supporting subject teachers to develop their provision for more able students.
- d. Offering more able extra-curricular opportunities and collating records of school-wide opportunities.
- e. Report annually to Governors on the impact of any actions.

This policy is reviewed on an annual basis in the summer term by the More Able SLT Lead in conjunction with the More Able Lead Teacher.