

More Able Students Policy

1. Policy Statement

In England, Ofsted define the more able in terms of those whose progress and attainment significantly exceed age-related expectations. NACE (National Association for Able Children in Education) looks beyond this to include those who may be underachieving or whose skills and knowledge may extend beyond national measures of progress and attainment. This approach encompasses those learners already achieving and attaining to the highest grades/levels/outcomes, along with those who may currently be underperforming or who have barriers to their learning.

At Sir William Perkins's School, we use several different methods of identifying our most able students who may need additional or different strategies to provide them with sufficient challenge in their learning. This is in the context of an academically selective environment in which we consider all our students to be able; additionally, we believe excellent teaching and opportunities which challenge the more able, benefit all students and so must be available to all. However, we do offer a wide range of specific, differentiated opportunities to encourage and develop the skills, knowledge and interests of the more able.

This document should be read in conjunction with the following policies and documents:

- Assessment Policy
- Curriculum Policy
- Equal Opportunities Policy
- School Aims & Ethos
- Teaching and Learning Policy

This document should also be read in conjunction with examination board specifications, course outlines and schemes of work.

Sir William Perkins's School is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy.

2. Identifying the most able

To enable staff to ensure that students are being sufficiently challenged, we use several methods to identify students in each year group who will particularly benefit from specific strategies and opportunities. These are:

- The entrance examination process which leads to the offer and award of scholarships: academic, art, music, PE and drama.
- Baseline assessments in years 7, 10 and 12: MidYIS, Yellis and ALIS.
- Teachers' professional judgement.
- External assessment and/or involvement: e.g. music grades, elite sports teams, drama.
- Data and student tracking processes.

Teacher professional judgement will consider students' performance in assessments and note consistently high levels of performance. However, other characteristics will be noted with an understanding that performance does not always equate to potential and more able students may exhibit any number or combination of the following, amongst other behaviours:

- frequent questions which demand increasingly complex responses;
- high levels of motivation in some/all areas of learning or, conversely, frustrated and/or disengaged responses;

- sophisticated communication skills;
- the ability to synthesise;
- the ability to conceptualise;
- skilful leadership qualities;
- outstanding talents in creative, intellectual, academic, sporting or performance fields.

Teachers also have an understanding that more able students from low-income families, SEND, EAL and ethnic minorities groups are more likely to perform below their potential in formal assessments than other groups. Therefore, multiple sources of information are used to identify more able students at Sir William Perkins's School.

3. Recording the more able register

The students who are within the more able group are noted in SIMS which is available to staff for academic tracking and planning. These students are noted in columns identifying: (i) the academic scholars); (ii) more able - students with an overall CEM score (MidYis/Yellis/ALIS) of 130+; (iii) other scholar (music, drama, art).

4. Strategies and opportunities

These opportunities will particularly benefit the more able but they are open to all of our students:

- Academic Ambition programme of talks;
- Supercurricular provision from each department
- advice and support for option choices, careers, Oxbridge, elite universities, MDV and competitive degree programmes;
- debating;
- sporting opportunities;
- music and drama performances;
- participation in academic, co and supercurricular events, e.g. Olympiads, MUN, etc.;
- engagement with an EPQ;
- access to visiting speakers.

Teaching and learning strategies will include, as appropriate:

- extension tasks (which do not assume that completion speed is the main marker of more able students);
- different starting points;
- differentiated verbal and written feedback focused on challenge;
- a full range of teaching and learning strategies;

5. Monitoring and Review

The governing body is ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so.

This document is reviewed and updated annually by the Deputy Head Academic or as events or legislation requires.

Next scheduled review date: June 2025	Last reviewed: September 2024
Key updates in this version: <ul style="list-style-type: none"> • Embedding of the term 'Supercurricular' 	