

# JOHN FLAMSTEED COMMUNITY SCHOOL

## More Able Students

### **RATIONALE**

All John Flamsteed Community School students, including the Most Able, have a right to a challenging and appropriate education. At the heart of the policy are the three principles of educational inclusion aimed at achieving access for all by:

- setting suitable learning challenges;
- responding to students' diverse learning;
- overcoming potential barriers to learning and assessment.

The school will encourage students to make the best of their abilities to realise their potential. Students' individual, exceptional talents should be recognised, nurtured and stimulated within the school environment. Students must be enabled to acknowledge, and be proud of, their own abilities. The school ethos should encourage students to strive to reach their potential in all areas of school life within a culture of high expectations.

### **Definitions**

- 'Expected progress' is the minimum of four levels of progress from their starting point to the end of KS4
- 'More Able' refers to students starting secondary school in Year 7 whose estimated attainment from their starting point will convert to 7-9 at GCSE

### **AIMS**

The aims seek to enhance the ability of the staff to:

- identify the Most Able students across all aspects of the curriculum;
- draw on a variety of appropriate resources to support the all-round development of the individual child;
- further develop teaching and learning strategies which enable students to develop independent study habits;
- promote the value of achievement through positive attitudes to all aspects of learning, thereby eliminating negative peer-group pressure on More Able students;
- ensure that co-ordinated support is available for members of staff and students via the More Able Programme;
- provide a stimulating and challenging environment across the normal curriculum and through extra curricular 'enrichment' opportunities.

### **Transition**

The need to identify More Able students at an early stage is important. We endeavour to use the information available from primary schools and our transition processes to ensure the More Able, and students generally, get off to a 'flying start' and so avoid any dip between key stages. Further that targets set reflect how quickly the More Able can make progress. The disadvantaged pupils who are More Able are a priority group and will have a coordinator to ensure smooth progression.

## **Provision**

Provision for the able child must reflect an appreciation of his/her needs, many of which will be common to all children. Important considerations should include the need for:

- Setting arrangements within multiple groups throughout Years 7, 8, 9 and in Years 10 and 11
- Access to activities, clubs or projects which require resourcefulness and an ability to work independently
- Leadership of More Able by -----
- Treatment of More Able students as a specific cohort within the school's progress monitoring system
- Appropriate learning resources such as after school hours learning to be available to support particular lines of investigation or development which might be initiated by the teacher or the pupil in their extended study.
- Access, support and aspirational encouragement through targeted CEIAG for further education and university application.
- A More Able champion within each department.
- Appropriate differentiated extension work within ALPS;
- Tracking and accountability of use of Pupil Premium money for disadvantaged students.
- Opportunities to work with other able students
- Varied teaching and learning styles to support their development as independent learners;
- Individual learning targets and strategies by which they may be achieved via the More Able Programme.

## **Monitoring and intervention**

John Flamsteed Community School will make effective use of information received regarding pupil performance at the transition boundary through its transition programme; use of primary school records; implementation of baseline assessment information to identify able students. Relevant information should be passed on to Heads of Department, Heads of Year and DPMA Coordinator. This will apply to students transferring through transition between key stages, but also between schools mid-term.

## ***Heads of Year/Heads of Department***

- The recognition of achievement through the rewards systems in the school.
- The use of "value added" analyses comparing year on year assessments with Year 7 Baseline (Key Stage 2) data.
- The setting of appropriate targets through the school's academic monitoring and the More Able Programme
- Links with external agencies to foster and encourage aspiration through the school's CEIAG programmes
- A review of students' progress by Department Heads, Heads of Year and Senior Staff including comparisons of students' scores in baseline assessment, teacher assessments and public examinations
- The annual School Improvement Plan which address More Able provision as a fixed target will evaluate and establish appropriate development priorities to secure ongoing improvement.
- Heads of Department will report on More Able provision and progress in the cycle of 1:1 meetings with the Deputy Headteacher, Curriculum
- Heads of Department will monitor More Able curriculum provision within their department on a termly basis with ALPS, "Pace" and "Stretch"
- Heads of Department showing planned interventions will provide the Deputy Headteacher, Curriculum with copies of teaching and learning programmes for More Able within their department.

Prepared by:

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Next review:

February 2019

**Signed: LW Head Teacher Approved by Governors 22 March 2017**