



More Able Learners Policy

Policy Statement

At Barking Abbey, we believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. Barking Abbey is committed to providing an equality of challenge for all students and an inspiring education for life. The School's aims emphasises that teachers will meet the needs of students of all abilities and that they will motivate students in order for them to become independent learners. This is also implicit in the mission statement of the school where students are encouraged to become independent thinkers and learners. It is hoped that through the More Able initiatives that the high achievers have access to extensive opportunities, which will make learning more challenging, stimulating and enjoyable.

General Rationale

At Barking Abbey, we aim to provide entitlement to our More Able cohort:

- Lessons that stimulate, engage, challenge, inform, excite or encourage through partnership and dialogue with teachers and other students, and active participation in the lesson.
- Courses, pathways that lead to examinations and accreditation.
- Staff commitment and training to develop students full potential at all times.
- Skilled, organised and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those concerning issues related to those students identified as More Able.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity, personal and social education, careers guidance and in some circumstances, counselling, visits to local industry, enrichment and enterprise, work experience and community service.
- An entitlement to an appropriate education that will fulfil and exceed their potential.
- Opportunities to work at higher cognitive levels
- Opportunities to fully develop specific skill or talents
- The opportunity to become independent learners
- The opportunity for social as well as intellectual development (ensuring provision is made for the whole child)
- An ethos where it is acceptable to be a high achiever

Equal Opportunities & Links to other policies

Baking Abbey School is fully committed to ensuring that the application of this More Able policy is non-discriminatory in line with the UK Equality Act (2010) and that every child is treated equally in trying to meet his/her individual needs.

Definition

'More Able Learner'

Those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average in their year group."

Roles and Responsibilities

The Core Team consists of More Able Co-ordinators designated to oversee a Key Stage.

All Core members will share responsibility for the following:

- Monitoring, implementing and evaluation of the More Able policy.
- Overseeing the out of classroom provision for the cohort.
- Identifying and intervening with students' progress.
- Liaison with Heads of Department re: curricular development of cohort.
- Liaison with Pastoral Co-ordinators re: pastoral development of cohort.
- Liaison with other relevant schools and outside agencies.
- Training provision for staff.
- The control of the Budget for More Able.

Every subject teacher has a role in ensuring that high achievers receive a stimulating, challenging and enriching education.

Identification

Learners that are more able are identified by making a judgment based on an analysis of various sources of information, including:

- Key Stage 2 SAT scores
- Key Stage 3 Teacher performance indicators
- GCSE Grades and Points score
- GCE 'A' Level Grades and Scores
- Teacher nomination (based on classroom observation, work scrutiny, test scores)
- Pastoral Co-ordinator Referrals

- Nominations Departmental/Subject Teacher

In addition, if any point a pupil is recommended as being 'More Able' then it will be the responsibility of the More Able Coordinator to investigate this. This may be done using the following methods, discussion with the pupil, relevant staff, (teachers, tutors, HOH) and reviewing test data and examination of pupil's work where relevant.

This More Able student information collated by the Coordinators is made available to all staff through:

- Staff registers; highlighting the More Able students by colour coding them in green.
- Targeted groups discussed at various achievement meetings.

This More Able student information collated by the Coordinators is made available to students through:

- Letters sent to parents/careers
- Coordinators holding group and individual meetings with students throughout the year.

Staff will use the More Able register to identify students and provide appropriate provision for them in lessons.

Evaluating

The progress of students in the More Able cohort will be evaluated by:

- Comparison of pupil outcomes year on year throughout the Key Stages.
- Comparison of pupil performance against teacher estimations
- Results made by staff in termly reports.
- Regular reviews of individuals progress.
- External criteria by which success in out-of-school activities or performances might be judge.

Provisions/Strategies

In-class approach

- The coherent management of pupil groupings, enabling able pupils to work together or take on particular roles in mixed ability groups.
- The provision of opportunities for more able pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Differentiation within curriculum areas, including on occasions, differentiated homework/independent study.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Where necessary schemes of work, tasks and activities designed to take account of the different levels of existing knowledge, skills and understanding.
- Teacher will offer extension opportunities / open-ended tasks to stimulate and further enrich learning whenever possible.
- Teachers adapt their teaching strategies and techniques when addressing the needs of high achievers.
- Teachers use higher order questioning techniques.
- They understand the importance of establishing what prior knowledge, understanding and skills that pupils possess so to avoid repetition.
- All Departmental Schemes of work will include opportunities for extension and enrichment of the most able students.
- Staff to create an atmosphere where it is acceptable to be a high achiever.
- Staff aware of the effects of ethnicity, gender, social circumstance and bilingualism on learning and high achievement.
- Strategies to support the development of students' critical and analytical thinking skills built into Departmental Annual Action Plans.
- Implementation of a variety of whole school strategies including: Special activities (when the normal timetable is suspended and cross-curricular projects are pursued which offer pupils more choice and responsibility.

Out-of-class activities

Barking Abbey School provides its students with a vast choice of extra-curricular activities/initiatives on a regular basis. Although these activities may benefit all students, they are particularly suitable for ensuring that More Able student are given the opportunities to practice and extend their skills.

Barking Abbey provide the following:

- A choice of local and residential trips and visits
- Work experience in a suitably challenging and stimulating placement

- Challenge days, such as cross-curricular initiatives.
- The encouragement of pupils to enter local and national events, including residential courses and competitions.
- Enrichment and Co-curricular program – some will be by invitation only specifically for, More Able students.
- Competitions and elite training activities.
- Master-classes and conferences.
- Visiting Speakers.
- Networking with link schools
- University open day
- Careers interview
- Careers training days
- Inspiring/motivational activities/events
- Opportunities to serve on various working parties/committees (e.g. Year and School Executive Councils)
- Mentoring

Process for Review and Development

- More Able reviewed in receipt of updated termly progress checks and after the end of year exams.
- Termly meetings with More Able coordinators and SLT lead.
- Forums for student feedback on provision.
- Meetings between coordinators and progress/achievement SLT leads.
- Action plan annually produced, links to whole school priorities.
- Action plan reviewed and updated throughout academic year.