

Ormiston Forge Academy

More Able Policy

April 2015



Approved by the Senior Leadership Team under powers delegated by the Governing Body:
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1.0 Rationale

We consider more able students to be those who display exceptional:

- Ability in English and mathematics (More Able Core) MAC
- Ability in another academic subject or level 5 and above in English or mathematics (More Able Extension) MAE
- Talent in sport, music, dance, drama, art

We recognise the need to identify a cohort of more able students for reporting purposes. This group are those who enter the Academy at a 5c or above in English and maths, recognised as the more able core group.

We recognise that some students may have exceptional potential which has remained hidden. As a result subjects are able to identify students within their subject area who are demonstrating a higher ability within that subject as a more able extension group. Appendix 1 can be used as a guidance for identifying more able students in subjects (MAE)

The Academy has a responsibility to empower our more able students to hold high aspirations and to equip them to achieve their potential, without limits.

Improved provision for more able students will have a positive impact on the whole Academy community.

1. Vision for more able

The vision for more able students at the academy is one of ensuring that every student with the inherent ability to exceed normal expectations is recognised at the earliest opportunity and every possible measure is taken to ensure that they achieve above their expected outcomes.

On entry students are assessed using a variety of methods- Cognitive ability, progress in maths, Progress in English and renaissance reading to give an accurate academic starting point. From here a trajectory of progress is mapped out for each student based on 3-4 Levels of Progress (LP) for all students, except the more able, where trajectory is based on 4-5LP.

The various assessments along with key stage two levels, allow the more able cohort to be identified in September. At least all students who achieve a 5c on entry in English and maths are classed as more able core (MAC).

Subjects then work in the first term to assess progress, both quantitatively and qualitatively to identify students who are more able in their subjects; these are students who are classed as more able extension (MAE). This group automatically includes all students at a 5c or above in English or mathematics.

There is an additional group, the most able, who achieve level 6 on entry in English or mathematics.

All more and most able students are expected to make 4LP as a minimum.

3.0 Identification

More able students will be identified:-

- By the data manager, using prior attainment and current performance data, all students entering the academy at a 5c and above in English and mathematics (MAC).
- Through subject leader referrals using criteria set out in guidance material (MAE).
- All students with a 5c or above in English or mathematics (MAE).

4.0 Aims

- To identify students who have exceptional ability in one or more areas on or before entry
- To provide a curriculum which meets the needs of the more able students
- To provide extracurricular activities which provide enrichment opportunities to extend and challenge students as part of extended services
- To ensure that teaching and learning strategies meet the needs of students and that lessons are clearly differentiated combine.
- To ensure that a stretch and challenge is included in every lesson
- To ensure that academic success is celebrated.
- To ensure that students achieve their academic targets and in areas where they are more able and/or talented, surpass their targets (4LP minimum).
- To ensure that more able students develop the skills and attributes needed to support their future success such as presentation and leadership skills as well as talents and academic success (Challenge Club / More Able Fair).

5.0 Implementation of Vision

Learning and Teaching

- Where staff have identified more able teaching identified as a weakness during the self-evaluation part of teaching profiles, development opportunities will be created to support ongoing professional development and to continually improve more able delivery.
- Where staff have more able teaching identified as a strength in the self-evaluation section of their teaching profile, they may be encouraged to support and develop staff in delivering to the more able as part of the academies approach to developing learning and teaching.
- Data on the more able to be used effectively in lessons to identify students for differentiation.

Challenge club

- Challenge club develops the learning skills of the more able students on a year specific programme. Challenge club develops higher order skills which would most benefit the type of deeper learning which helps more able students access the skills of synthesis, judging, relating, critique, summarise and appraising.

State of the Nation

- The state of the nation analysis must include a breakdown and discussion of the performance of the more able in KS3, 4 and 5 as well as targets for improvement. This to focus on more and most able moving towards an expected progress of 4LP.

More Able Fair

- More able Fair carried out in early September allows more able students to showcase work carried out in subjects and creates an environment of celebration and challenge for our more able students.

5.1 Implementation of vision- staff

Data manager

- The more able register is compiled by year group and subject area and reviewed annually, in June.
- Identification of more able new intake year 7 starts before they leave primary school, so that the academy can commence work with these students, either in June during booster classes in English and mathematics or during Summer school, smoothing the transition and reducing any academic dip.

Senior Leaders

- The use of a more able focus week led by the subject leader and supported by the senior link, using learning walks, book scrutiny and scheme trawls will provide evidence for a more able review within departments, including a short report addressing what went well (WWW), even better if (EBI) and developmental targets.
- Key stage leaders monitor the progress of the more able in their key stage, directing intervention through subject leaders and progress leaders.

Subject Leaders

- Responsible for leading and planning the more able focus week in June.
- Responsible for all areas of long, medium and short term planning to meet the needs of the more able including differentiated homework and lessons.

- Responsible for the state of the nation.
- Development of more / most able should be part of the Raising attainment plan and include strategies to address underachievement below trajectory of 4LP
- More able students are encouraged to participate in enrichment activities offered either within the academy or in collaboration with other partner schools; there is a wide variety of activities available from extended services after school and on a Friday afternoon. Subject leaders are responsible for co-ordinating these within their subject including the more able fair and leading celebration of student success

Progress Leaders

- Progress Leaders monitor the progress of their year group, directing intervention either through learning conversations with progress tutors or through conversations with students which are recorded on the student 360 in years 7 and 8.

Progress Tutors

- Progress tutors monitor the progress of each student in their form including the more and most able. Learning conversations take place with students who are underachieving, in year 7 and 8 these are recorded on student 360.

Subject teachers

- Responsible for planning and delivering lessons which meet the needs of the more able students in their groups and celebrating student success.

6.0 Monitoring progress – of the more able

- More able students are expected to achieve on a trajectory to make 4LP, each more able student has an individual flight path to allow them to achieve that
- More able students who are judged as underachieving compared to their flight path should have their needs met through appropriate intervention and will appear red on the data sheets, making identification by all staff easy and clear.
- Intervention will take place under all or some of 3 possible processes:
 - through the pastoral team where learning conversations will be directed by the progress leader during form time to identify reasons for underachievement and direct the correct support.
 - through the subject leader identifying underachievement and enacting the appropriate intervention strategies.

- through the success centre if a more able student needs a longer period of respite, where an appropriate long term project will be used to ensure levels of stretch and challenge are maintained.

6.1 Parental involvement

- When a more able child is identified as not making expected progress, a letter will be sent home informing parents of the action plan for improvement in that particular subject. The more able student will become part of the progress leaders monitoring group.

7.0 Quality Assurance - Measuring impact

The effect of the more able strategy will be measured using the following agreed quality assurance.

- After a data harvest subject leaders will use information about underachievement to direct intervention in their subject area. Key stage leaders then quality assure that this intervention is taking place.
- Effect of departmental intervention with the more able and self-analysis / review is monitored during the state of the nation carried out twice a year with the Principal.
- More able focus week in June provides evidence for a review of departments allowing subject leaders to record WWW, EBI and 3 targets to drive continuous improvement of more able provision.
- A review of progress towards targets set in the more able focus week, carried out in October allows targets to be met, reset or deadlines extended.
- More able will form part of the formal State of the Nation carried out twice a year.