

More Able Policy

Contents

1. Philosophy & Rationale	2
2. Aims.....	2
3. Definitions	2
4. Identification	2
5. Scholarships	3
6. Provision: in-class approach	3
7. Provision: out of class activities	4
8. Responsibility	4
9. Role of More Able Coordinator/Senior Leadership/Head of Teaching & learning along with class teachers to:	5
10. Review and Development	5
11. Links with other Policies.....	5

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More Able, Gifted & Talented Policy

1. Philosophy & Rationale

At Ewell Castle School we believe in the importance of providing appropriate learning experiences for all students for all abilities so each child can thrive.

It is our mission statement to provide a holistic education in a family friendly learning environment; this is an integral part of the school's commitment to ensure maximum educational opportunity and academic enrichment for all students and confirms our commitment in which all students are enable to realise their potential. This policy provides guidance as to how we will meet the needs of our more able students.

2. Aims

Our aim is to raise the aspiration of all students that there will always be high expectations of achievement. The school will ensure that students have access to a suitably differentiated and challenging curriculum and that there will be opportunities for students to identify their unique profile of preferred learning styles. It is also desirable for Heads of Department to appoint a named person within each department to oversee progress in this area at a subject level.

3. Definitions

The Department of Education (DfE) no longer uses the term 'gifted & talented' and now only refers to 'most/more able' pupils.

The DfE and Ofsted define the more able in terms of those whose progress and attainment significantly exceed age-related expectations.

Formerly, the DfE guidance suggests the definition of gifted & talented is:

- "Gifted" learners are those who have abilities in one or more subjects in the statutory curriculum other than Art & Design, Music and PE etc.
- "Talented" learners are those who have abilities in Art & Design, Music, PE or Performing Arts such as Dance and Drama.

4. Identification

More Able, Gifted and Talented students are identified by making a judgement based on an analysis of various sources of information, including:

- Teacher nomination (based on classroom observation, work scrutiny, assessment, discussions with students).
- Checklist of characteristics – generic and subject specific (as per Department Handbook).
- External exam results.

- Test scores (ALIS, MidYIS, Yellis) the top 10% are selected to be academically more able.
- Scholarships (Art, Photography, Design Technology, Music, Drama, Sports including tennis and cricket academies, Academic (Maths/English)).

This information is collated by the More Able Coordinator and is made available to all staff. This list incorporates all subjects and is updated at the start of every academic year although changes are made throughout the year where necessary.

5. Scholarships

- Available in Academic (English/Maths), All Rounder (demonstrates the School's Values), Art, Design Technology, Drama, Music, Performing Art Academy, Photography (GCE only) Sport (including Cricket Academy and tennis Academy and other disciplines including local/national representation outside of School e.g. sailing, hockey, rugby) for Year 7,9 and 12 entry.
- Scholarships can be applied for and awarded to two subjects. At sixth form this can be comprised of other subjects e.g. Psychology, Geography.
- Scholarship Day is held annually and coordinated by the More Able Coordinator, Admissions, and the Director of Social Responsibility, overseen by the Senior Leadership Team (SLT)
- Scholars sit relevant entrance exams coordinated by the More Able Coordinator and are interviewed by the subject Head of Departments and a member of the SLT/More Able Coordinator.
- Financial concessions are made in bands up to 20% decided by the Principal.
- Academic Scholars are expected to have a strength in either both or Maths or English.
- Academic Scholars are expected to attend Scholars Lunches.
- All Scholars are expected to attend events held for Scholars such as after-School talks and represent their Department at the discretion of the Head of Department. If this is breached, Scholarships might be withdrawn.
- Scholars must take the subject if awarded for it or the scholarship is withdrawn.
- Prep and Senior School More Able Coordinators/SLT to liaise with Year 5 parents/guardians with regards to maintaining internal students

6. Provision: in-class approach

- The coherent management of student groupings (whether in mixed ability or ability sets) and recognition that whilst there may be a higher concentration of more able students in some groups, there will be students who are more able in all groups.
- The provision of enrichment/extension activities and tasks.
- The provision of opportunities for more able students to work with students of similar ability. This will mean that it is appropriate for students to work with older students occasionally.

- Both stretch and challenge within curriculum areas; differentiated homework is recommended.
- The development of independent learning by allowing students to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Opportunities for students to work in groups and to pass on their knowledge to others.
- Motivational and suitably paced activities.
- Discussions relating to higher order questioning and thinking.

7. Provision: out of class activities

The following are offered on a regular basis (by specific subject Heads of Department, Heads of Year and teachers, in addition to the More Able Coordinator) and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills:

- Enrichment days, such as the cross-curricular days.
- Enrichment days.
- University visits including Oxbridge.
- Residential experiences.
- Enrichment – some will be by invitation only specifically for more able students.
- Musical concerts.
- Drama performances.
- Sporting competitions and activities.
- National competitions e.g. Maths Challenge, Chemistry Olympiad.
- Visiting speakers.
- Workshops and performances.
- Specific clubs including the MAT Club.
- Scholars lunches with guest speakers & Principle.
- Specific revision and drop-in sessions.
- Mentoring from subject specialist staff.
- Extended Project Qualification (EPQ) for A Level students and Higher. Project Qualification (HPQ) for GCSE students.
- Lecture visits.

8. Responsibility

The More Able Coordinator has the overall responsibility for:

- Ensuring the policy is implemented.
- Ensuring that the professional development programme includes relevant aspects of more able provision and delivering INSET where necessary.
- Working with relevant parties to monitor and update the more able register.
- Liaising with parents on more able issues.

- Keeping the governing body informed on work within the provision for the more able.
- Attending externally run courses to remain informed of the latest developments.

9. Role of More Able Coordinator/Senior Leadership/Head of Teaching & learning along with class teachers to:

- Review provision in individual departments' Schemes of Work to be updated and collated
- Use strategies to aid those students identifies as more able.
- Research additional experiences that would benefit the students.
- Monitor progress of the more able through departmental meetings and intervene where necessary.
- This policy is to be reviewed on an annual basis by the More Able Coordinator in conjunction with the Line Manager.

10. Review and Development

This document, together with the effectiveness of its procedures, will be reviewed annually by the Executive Leadership Team and as events or legislation change requires.

11. Links with other Policies

This policy should be read in conjunction with the following documents:

- First Aid and Accident Reporting Policy
- Health and Safety Policy
- Pupil Supervision Policy