



'Let your light shine' Matthew 5:16

Bilbrook CE Middle School

More Able Policy 2022

Signed by:			
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A. Dawson	Chair of governors	Date:	7 th March 2022

Introduction, Philosophy and Rationale

At Billbrook CE Middle School we are committed to an inclusive approach to education that provides an environment, teaching, learning, assessment and a curriculum that encourages students, including the students that are more able to maximise their potential.

Definitions

In our school, a pupil is classed as a “More Able” student if they reached a high standard (Greater Depth) in the previous Key Stage or is working at a high standard in the current Key Stage in a subject.

Identification

More Able (MA) students in Key Stage 2 meet at least one of the following criteria:

- High Overall Prior Attainment in Key Stage 1
 - Graded at GDS in KS1 Reading, Writing or Mathematics.
 - Teacher Assessment data of GDS/ Above expected standard (with the absence of SATs scores)
- High Current Attainment in Key Stage 2 in a subject
 - On track for or target grade of GDS.

More Able (MA) students in Key Stage 3 meet at least one of the following criteria:

- High Overall Prior Attainment in Key Stage 2
 - Average score of 110 or above (GDS) in KS2 Reading, GPS (Grammar, Punctuation and Spelling) and Mathematics.
 - Teacher Assessment data of GDS/ Above expected standard (with the absence of SATs scores)
- High Current Attainment in Key Stage 3 in a subject
 - On track for or target grade of GDS.

Teaching more able students

The most important provision for more able students is high quality teaching and learning. Further details on how this is secured can be found in the teaching and learning policy. Shown below are additional strategies that are employed for more able students at the school.

Teachers should:

- share success criteria in all lessons so high attaining students know what they should be aiming for to show high level performance;
- set different tasks or adapt tasks to give a different emphasis for the more able;
- clearly model tasks and provide exemplar materials so more able students know how to produce high level responses to tasks;
- provide challenging work in all phases of a lesson;
- make use of the characteristics of each individual more able student for example, by asking questions that require higher order thinking; providing opportunities for more able students to teach other students in the group and take on leadership roles;
- develop learners’ confidence, self-discipline and understanding of the learning process, and help them to think systematically, manage information and learn from others;
- use peer and self-assessment; and

- promote and pay attention to student voice by asking more able students for their opinions on their learning.

Note – A student who is more able may not be in all areas of the curriculum so it is important to establish their areas of expertise before employing these strategies.

Subject teachers can do this by using the student targets. If the target is GDS then they know they are more able for their subject.

Other strategies employed

- Staff professional development is organised for all teaching staff on challenging more able students and this will be monitored through regular drop ins by senior leaders;
- The challenge and provision for the more able will be included in the school development plan annually; and
- Provide information to parents on how they can help their more able child.

Monitoring and evaluation

The attainment of the more able cohort will be evaluated each term with information presented in the School Evaluation Form (SEF) and examined by the Senior Leadership Team and the Bilbrook CE Middle School Governing Body.

The progress of individual, more able students will be monitored during work sampling each term.

A random sample of more able students in Key Stage 2 and 3 will be interviewed each term in separate groups with their exercise books and folders by the Senior Leadership Team.

The next scheduled review date for this policy is March 2023.