



KINGSTONE ACADEMY TRUST
APPROVED DOCUMENT

More Able Policy	
Relevant School/s:	KHS
Policy Officer:	D Cook
Approved By:	Delegated
Date of Review:	January 2024
Next Review:	Every three years
Distribution:	Public, on website

1. Introduction

Kingstone High School aims to provide appropriate learning experiences and a provision for students of all needs and abilities. In particular, we believe that we have a clear responsibility to engender high aspirations and to equip our students to achieve their potential.

We aim to ensure that every student with the inherent ability to exceed “normal age related expectations” is recognised at the earliest opportunity, and that every possible measure is taken to ensure that they achieve above their expected outcomes.

All staff have a role to play in identifying and meeting the needs of our More Able students. This will be done within concern for the whole child and their academic, social and emotional needs.

2. Definitions of More Able

The DfE and Ofsted define the More Able in terms of those whose progress significantly exceeds age related expectations or whose skills and knowledge may extend beyond the school’s measures of progress and curriculum.

Exceptionally Able students are those who have the capacity to achieve or perform at the very highest levels.

3. Aims

We aim to:

- identify students who are More Able on entry to the school;
- raise aspirations for all More Able students;
- provide personalised education for all students including extension/enrichment, intellectual challenge, self-directed learning/independent learning;
- provide opportunities for all students to develop specific skills and talents;
- ensure that More Able students develop the skills and attributes needed to support their future success such as, critical thinking, presentation and leadership skills.
- liaise with parents of More Able students.

4. Identification of More Able Students at KS3 and KS4

The identification of the More Able (MA) students is a whole school issue. We encompass a range of methods which looks beyond test results and teacher assessment. Kingstone High School endeavours to provide a range of opportunities for students to reveal their abilities, and seeks to adopt a personalised approach.

More Able Students: Students with potential for high outcomes across a range of core and other subjects are defined as More Able.

There are two distinct groups that make up this cohort:

Group 1. Higher Prior Attainment (HPA):

The HPA group has an indicator of high potential outcomes across a range of core and other subjects. Students will be identified by one or more of the following measures: Reading Plus scores, CAT tests; KS2 Reading and Maths scores; or, an average of 5b + at KS2,

Group 2. Predicted Attainment (PA):

This groups' assessment grades indicate high potential outcomes across a range of core and other subjects, yet these students are not in the HPA group as there is a lack of or insufficient baseline data from which to identify them. This group could be students who have been given an attainment grade of 7+ across a range of subjects based on Year 7 assessments.

In addition there is:

Subject Specific Talented Students (SSTS):

This group are identified by Heads of Faculty. At Key Stage 3 and 4 students can be identified as SSTS in individual subject areas; they would be expected to have predicted attainment grades of at least grade 7 OR have exceptional practical skills (e.g. Music, Drama, Art, PE, ICT).

5. Provision

More Able (MA) students will be provided with the maximum levels of challenge and staff will undertake training as required to ensure that the needs of all learners are met.

This may include the following strategies:

- The management of student groupings (whether mixed-ability or ability sets)
- Identification on seating plans
- The provision of more challenging and differentiated curriculum which may be at a higher age group
- The provision for the More Able students in lesson planning
 - Work covered in significantly more depth (deeper, critical thinking)
 - Work which promotes higher order and abstract thinking (e.g. handling ambiguity and paradox)
 - Rich questioning
 - Problem solving and enquiry
 - Development of advanced language skills, to include accuracy, precision and fluency
 - Development of metacognition
 - The use of supplementary materials beyond the normal range of resources
- Additional provision for the More Able students (e.g. Additional Maths at KS4)
- The provision of enrichment/extension tasks which develop learning and provide opportunities for the More Able students to practise and extend their skills further:
 - Transfer of knowledge across disciplines
 - The inclusion of additional subject areas where appropriate
- Adaptive teaching
- The development of independent learning through Assessment for Learning strategies to allow students to organise their own work, carry out tasks unaided, evaluate their work and become self-critical – modelling, scaffolding, set the standard, say it again, do it better

- Encouraging students to strive to achieve 7-9 scores in all subjects at GCSE
- Provision of leadership opportunities

5.1 Specific priorities

- Target grade v Predicted Attainment grade to ensure targets remain aspirational and challenging
- Further developing assessment for learning practices.
- Programme of enrichment across the years to engage and enrich all More Able students. These opportunities may offer key skills that extend those already available within the curriculum or stretch students' conceptual understanding.

We will work in partnership with parents and any external organisations who may well take a significant role in provision. The More Able students will be involved in any discussions and decisions, taking account of level of maturity, personal development needs and well-being. We will communicate with the parents of More Able students via existing reporting channels.

6. Roles and Responsibilities

The Assistant Headteacher – Data and Progress is responsible for:

- Maintaining an overview of the MA students within the school, using data from each data collection, and coordinating the monitoring of progress
- Ensuring that the professional development programme includes relevant aspects of provision for the More Able and delivering INSET where necessary
- Supporting staff in planning for their More Able learners
- Reviewing stretch and challenge in subject areas for grades 7 – 9 students and liaise with HOFs about improving stretch and challenge for high ability students – including marking and feedback reviews
- Reviewing provision in the schemes for learning through Line Management Meetings
- Encouraging, supporting and advising faculties about providing enrichment activities
- Promote the use of competitions, clubs and special events in tandem with the appropriate faculty
- Observing lessons with a particular focus on how the More Able students are being challenged and engaged at a level appropriate to their potential
- Participating in work scrutinies, ensuring that More Able students receive feedback which enables them to reach their full potential
- Communicating with the parents of MA students via existing channels and run parent sessions to help support their child's development at home
- Keeping the Board of Trustees informed on provision for the More Able

Subject Teachers / Heads of Faculty are responsible for:

- Identifying the More Able students taught within their department
- Developing subject specific approaches to teaching and learning which support the needs of More Able students.
- Ensuring schemes of learning have appropriate challenge
- Setting students with highly challenging targets

- Ensuring quality assurance processes are routinely carried out to check that quality of provision leads to the best possible student outcomes.
- Ensuring that their progress of identified students is monitored and that they are supported in reaching their full potential
- Researching additional experiences that would benefit the students outside the curriculum
- Monitoring progress of the More Able through Curriculum Time and planning intervention where necessary
- Liaising with parents

Heads of Year are responsible for:

- Identifying students with marked leadership or social skills;
- Providing students with opportunities for leadership and responsibility;
- Encouraging More Able students to identify and explore opportunities in the wider community;
- Celebrating student achievement;
- Liaising with the Assistant Headteacher responsible for More Able students

7. Monitoring

- Specific and focused book sampling and work scrutiny of students identified as More Able
- Learning walks that look specifically at More Able provision.
- Data, tests and reports.
- Student Voice.