More able policy – updated January 2018

Rationale:

More able students must be supported, challenged and extended during their time at John Whitgift Academy. All departments and teachers have a crucial role to play in supporting the development of these students so that they reach their true potential.

Aims:

- To ensure that the contribution to progress for the more able students is greater than 0.0 throughout their time at John Whitgift Academy.
- To ensure that the contribution to progress for the more able students in Year 11 is greater than 0.0 in progress measures at the end of the academic year.

Purpose:

The aim of this policy is to highlight the importance John Whitgift Academy attaches to challenging and extending more able students. All staff are issued with a list of the high ability students based on KS2 data. The aim of this list is to:

- Raise staff awareness and the profile of the more able students in each year group.
- Ensure that staff are aware of their new students' abilities when they start the academic year with new classes.
- Identify those students who excel across multiple subjects so that their development can be managed and so that cases of burnout and overload can be prevented.
- Raise the aspirations and broaden the horizons of the more able students.

Definitions:

- The National Association for Able Students in Education (NACE) suggests that "more able" describes learners that have the ability or potential to work and achieve with depth above age related expectations in academic subjects.
- The DCSF defines "more able" students as those who work consistently above age related expectations as defined in the National Curriculum Programme of Study and can apply their skills and knowledge.

The NACE identified the following characteristics which help inform teachers about students' wider potential:

- Possess superior powers of reasoning, of dealing with abstractions and of generalising
- Have a great intellectual curiosity
- Learn easily and readily
- Have a wide range of interests
- Have a broad attention span
- Persevere in problem solving activities
- Have a superior quality/quantity of vocabulary
- Have an ability to produce effective work independently

- Exhibit keen powers of observation
- Show initiative and alertness
- Possess unusual imagination
- Follow complex directions easily
- Have reading interest that covers a wide range of subjects

Roles and responsibilities of the Principal, other staff and Governors:

The Principal or delegated representative will ensure that:

- The school employs specialist, skilled and well-motivated subject teachers who will enthuse students to learn to the best of their ability
- Differentiation remains a key priority for all teachers and a focus for classroom observations
- Achievement of more able students are recognised and celebrated
- Curriculum includes provision for providing an annual report on the more able students' progress to Governors

The more able co-ordinator will:

- Meet with the more able students and their parents on a regular basis to provide information and further support regarding progress and extra-curricular opportunities
- Promote links with local employers, colleges and universities in order to raise the aspirations of the more able (for example: Russell group Universities, Young Enterprise, HETA, Franklin college, Grimsby Institute, Duke of Edinburgh, Crest and Faraday STEM awards)
- Provide support for teachers on the use of appropriate practice to challenge and extend the more able
- Consult with staff at all levels and ensure that all relevant information is communicated to them
- Provide staff with specific training, CPD and information on ways to challenge and extend the more able
- Communicate all relevant information to Governors through the appropriate channels
- Seek to promote the use of resources from the wider community, including suitably qualified adults
- Keep a register of the more able students in each year group
- Monitor the progress made by identified students at half termly RAG meetings
- Identify the more able pupils in the primary feeder schools
- Undertake a regular review of the opportunities being offered in the academy
- Carry out student voice surveys of more able students to discover how they perceive the effectiveness of the academies' provision for the more able

All Heads of Department/Subject Leaders are expected to ensure that:

- An appropriate level of challenge and differentiation is provided in subjects they oversee
- Appropriate levels of intervention activities are offered to support, challenge and extend the more able
- The skills of the more able students are developed (for example: Research skills, Presentation skills, Oracy skills

All staff are expected to ensure that:

- An appropriate level of challenge is built into the planning, resourcing and delivery (e.g. questioning) of all lessons, particularly with a view to extending the more able students. (See notes on differentiation below.)
- Formative assessment is used appropriately to celebrate high quality work and indicate how students can improve further
- High expectations are established for all more able students
- More able students are supported to promote creative and imaginative thinking/responses and encouraged to find answers for themselves

All staff are also expected to recognise that:

- More able students are not motivated by tasks they see as mundane and which distract them from their real interest area
- More able students often just do enough rather than their best
- Some deliberately under-perform due to peer pressure
- More able students and talented students are more prone to certain problems that affect levels of achievement e.g. low self-esteem, self-consciousness, sensitivity to peer pressure, perfectionism, introversion, depression, bullying

Students are encouraged to take responsibility for their own learning through:

- Working to the best of their ability
- Completing extension tasks as appropriate
- Asking for help and advice as appropriate
- Taking on board the advice given as part of teachers' or peers' oral or written feedback
- Reflecting on their own performance and how it can be improved

The governing body is responsible for:

- Monitoring the curriculum to ensure it meets need
- Monitoring end of key stage assessment and examination results in relation to more able students and challenging staff as appropriate

Arrangements for monitoring and evaluation:

Heads of department will ensure that appropriate levels of challenge are provided. The more able co-ordinator will monitor the effectiveness of the Academy's provision with regular meetings with and/or surveys of the identified group of students. All leaders, through their line management lesson observations and learning walks will ensure that appropriate levels of differentiation and challenge are being set. The Senior Leadership Team and the Governing body will evaluate the success of the policy by asking for feedback from students, teachers and parents.

More able students 2017-2018:

- Selected based on KS2 prior attainment data banding (HA.) Where this is not available then a SATs score of 110 or above is used
- There are currently 59 students on the more able register for 2017-2018 (see separate spreadsheet for more able students' data)
- Students not on the more able register who may benefit from the additional opportunities offered to more able students may be added after agreement at SLT level

APPENDIX A

Subject criteria for more able students:

SCIENCE:

Pupils who are gifted in Science are likely to show some or all of the following characteristics:

- Be imaginative
- Be interested in finding out more about themselves and things around them
- Enjoy researching facts and applying scientific theories, ideas and models when explaining a range of phenomena
- Be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- Be inquisitive about how things work and why things happen (they may be dissatisfied with simplified explanations and insufficient detail)
- Ask many questions, suggesting that they are willing to hypothesise and speculate
- Use different strategies for finding things out (practical and intellectual) -- they may be able to miss out steps when reasoning the answers to problems
- Think logically, providing plausible explanations for phenomena (they may be methodical in their thinking, but not in their recording)
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions (including their teacher's!)
- Analyse data or observations and spot patterns easily
- Strive for maximum accuracy in measurements of all sorts, and take pleasure, for example, from reading gauges as accurately as possible (sometimes beyond the accuracy of the instrument)
- Make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
- Understand the concepts of reliability and validity when drawing conclusions from evidence
- Be easily bored by over-repetition of basic ideas
- Enjoy challenges and problem solving, while often being self-critical
- Show intense interest in one particular area of science (such as astrophysics), to the exclusion of other topics.

ENGLISH:

Pupils who are gifted in English are likely to show some or all of the following characteristics:

Creative flair:

- Are able to write or speak in imaginative and coherent ways
- Can elaborate on and organise content to an extent that is exceptional for their age

Stamina and perseverance:

- Use any suitable opportunity to produce work that is substantial and obviously the product of sustained, well-directed effort

Communicative skills:

- Involve and keep the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways
- Take a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others
- Write with a flair for metaphorical or poetic expression
- Grasp the essence of particular styles and adapt them to their own purposes
- Express ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences
- Use ICT to research ideas and create new text

Ability to take on demanding tasks:

- Research, compare and synthesise information from a range of different sources, including ICT
- Engage seriously and creatively with moral and social themes expressed in literature

Arguing and reasoning:

- Create and sustain accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language
- Grasp the essence of any content and reorganise it in ways that are logical and offer new syntheses or insights
- Justify opinions convincingly, using questions and other forms of enquiry to elicit information and challenge others' points of view

Awareness of language:

- Understand the nature of language and show a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts
- Show an interest and enthusiasm for language study, including an awareness of the relationship between the sounds and words of different languages that are not apparent to most of their peers.

MATHS:

Pupils who are gifted in Maths are likely to show some or all of the following characteristics:

- To be able to think logically and see mathematical relationships
- To be able to make connections between concepts learnt
- To be able to ask questions that show clear understanding and curiosity about mathematics
- To be able to take a creative approach to solving mathematical problems

ICT:

Pupils who are gifted in ICT are likely to show some or all of the following characteristics:

Learn and apply new ICT techniques quickly - for example, pupils use shortcut keys for routine tasks effectively and appropriately; they quickly apply techniques for integrating applications such as mail merge and databases
Use initiative to exploit the potential of more advanced features of ICT tools - for example, pupils investigate the HTML source code of a website and apply features such as counters or frames to their own web designs
Transfer and apply ICT skills and techniques confidently in new contexts - for example, having learned about spreadsheet modelling in a mathematical context, they recognise the potential of applying a similar model in a science investigation
Explore independently beyond the given breadth of an ICT topic - for example, they decide independently to validate information they have found from a website; having learned control procedures for a simple traffic light model, they extend their procedure to include control of a pedestrian crossing
Initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests - for example, they create an interactive fan club website that sends out a monthly newsletter to electronic subscribers (either working on their own, or collaboratively with peers)

When identifying pupils who are gifted in ICT, it is important to remember that they may not be gifted in all aspects of the subject. For example, some pupils may be able to use high-level programming skills to solve control problems, but may not be as good at constructing and investigating databases.

MFL:

Pupils who are gifted in Modern Foreign Languages are likely to show some or all of the following characteristics:

A good listener:

Can internalise and reproduce accurately the sounds of the language

Pattern recognition

Can recognise patterns and create new language by the logical application of rules

A confident speaker:

Shows the confidence to participate in oral work

Speak with good pronunciation and intonation:

Picks up the sounds of the language and reproduces them accurately

Can read a text and extract meaning from it

Performs well in reading comprehension exercises

Good recall of vocabulary – good memory

Recognise cognates

Able to guess meaning from context

Write well:

Can write accurately with good spelling and punctuation

Can apply the rules of grammar

Can write creatively and imaginatively

Can use pre-learned language in a new context

Can analyse language structures

PE/SPORT:

Talented students in PE will demonstrate qualities above and beyond their peers in 5 key areas:

1. **Creative** – Develop skills and respond to stimulus in an inventive and innovative way. Offer a range of solutions to a problem. Experiment with acquired skills and ideas (e.g. within a gymnastic sequence, dance composition or game)

2. **Physical** – Control, fluency and quality in a range of activities. A range of abilities in different compositional and tactical situations. Good peripheral vision and uses this in a range of situations. Precision with high levels of coordination and balance

3. **Social** – Take the lead when working with others. Communicate clearly when describing performances. Make good decisions when working collaboratively. Motivate others

4. **Cognitive** – Transfer skills effectively across a range of activities. Plan and use a range of strategies in different activities. Identify strengths and weaknesses, offering suggestions for improvement. Possess a broad analysis vocabulary

5. **Personal** – Be highly motivated to achieve. Persevere in challenging situations

HUMANITIES:

Pupils who are gifted in Humanities are likely to show some or all of the following characteristics

Curious about the world they live in:

Has a thirst for knowledge and readily questions events and processes to understand the structure of places now and what they might become in the future.

Enjoys controversy, mystery and problems of evidence

Perseverance:

Able to independently tenaciously pursue an idea to reach satisfying conclusions. They are resourceful and prepared to investigate issues from different viewpoints.

Enquiry. Initiates projects. Completes won research showing resourcefulness and determination

Think divergently:

Produces multi causal explanations for both features and processes at a range of scale. Prepared to investigate more than one theory or idea. Produces a multi causal explanation

Synthesise:

Able to identify, select and use relevant information from a range of sources including text, statistics, maps, moving images, photographs and primary data to arrive at well informed, logical conclusions. Ability to draw generalisations and conclusions from a range of sources. Synthesise information to present a coherent summary

Communicate fluently:

Readily use and understand subject specific terminology. Confidently describe and / or explain a process or event to a target audience both verbally and / or using the written word. Willingness to use specific vocabulary. Describe or explain an event or change to an audience with increased confidence

Form substantiated judgments:

Ability to identify, select and use appropriate case studies to illustrate a given feature or process at a range of scales. Can apply a given situation in a range of contexts to substantiate an argument or point of view. Follow and contribute effectively to a line of argument substantiating points with evidence

Grasp new ideas rapidly:

Quickly picks up a geographical concept and readily applies it in a range of different situations. Grasps quickly the role of criteria in formulating an explanation or argument

Take risks:

Able to challenge orthodox opinions e.g. the reasons for climate change (justifying their ideas). To question and think flexibly. Being creative and imaginative in their approach to challenges

Analyse:

Cross references a wide range of data resources to substantiate ideas and question the reliability of the evidence used. Question reliability and draw inferences from information

Appreciate different views and opinions, discussion:

Values the attitudes of other people as well as their own. Understands that these viewpoints have consequences and impacts on places and the lives of people. Shows strong feelings. Elaborates on opinions and feelings about a topic

PERFORMING AND CREATIVE ARTS:

Pupils who are gifted in Performing and Creative Arts are likely to show some or all of the following characteristics

1. Be a creative and expressive person.
2. Have an enduring and keen interest in Art, Dance, Drama, Music and/or Media.
3. Be an independent learner and will push yourself to achieve.
4. Be prepared to take risks with your work and you show great resilience when your ideas don't work first time.
5. Be a reflective practitioner.

APPENDIX B

JWA more able events/links – 2017/2018

- More able parent/student evenings – first one planned for Thursday 18th January 2018
- Russell University/Oxbridge visits
- University subject taster days
- STEM events at JWA
- Employer/careers events at JWA e.g – Navy/RAF/HETA
- More able RAG meetings each half term to focus on progress of the more able students
- Franklin/GIFHE taster days
- WiME – Women into Manufacturing and Engineering
- High quality work experience/placements
- Greenpower/DONG racing car
- Life skills – Communication/Presentation/Interview/Study/Research skills
- Young Enterprise (Year 9/10)
- Apprenticeships – BAE Systems/HETA
- Masterclasses at JWA – Subject based/revision techniques
- Debating society
- More able tutor groups
- Guidance on options at the end of KS3/KS4
- UKMT Maths challenge