

# Harborne Academy More Able Policy



Policy Owner: Assistant Head teacher Inclusion

Author: Matthew Fortune

Date of Last Review: N/A

Date of Approval: November 2018

Approved By: Senior Leadership Team

Date of Renewal: November 2020

# **Harborne More Able Academy Policy**

## **1. Philosophy and Rationale**

At Harborne Academy we believe in the importance of providing appropriate learning experiences for all students of all abilities. This policy provides guidance as to how we will meet the needs of our More Able students by meeting the following objectives:

- To identify the More Able students.
- To produce an accurate register of named students.
- To address the needs of the More Able through providing support and teaching which makes their learning challenging, engaging and enables them to reach their full potential.
- To provide enrichment activities outside the classroom.
- To support self-reliance and independent learning.
- To raise aspirations for all More Able students.
- To liaise with parents of More Able students.

## **2. Definitions of More Able**

There are many definitions of Gifted and Talented/More Able. The Department for Education defines Gifted and Talented children as “Those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).”

Gifted learners refers to students who succeed in “academic” subjects. Talented learners refers to students who show ability in Music, Drama, Art, P.E, or other areas such as leadership.

Within the Academy we realise that we have a significant number of students who are “More Able” in at least one area of the curriculum. It is therefore expected that these students will be given opportunities within the relevant subject area. We have therefore defined being “More Able” here at Harborne Academy as having a scaled score of 110 at the end of KS2 SATS examination. These students will subsequently be expected to strive to achieve the highest Attainment 8 scores in their chosen subjects even if they have not studied them in KS3.

## **3. Identification**

The More Able students are identified through various sources of information including:

- Key Stage 2 SATs.
- Reading Age data in Year 7.
- Data input from all staff.

This information is collected by the designated curriculum link and the register, which is updated at the end of every year, is made available to all staff.

#### **4. Provision**

##### **In-class Approaches**

Important strategies include:

- The delivery of quality first teaching through the Harborne Quality Mark, which includes: use of student data to plan differentiated resources; share with students the lesson objective/s, differentiated success criteria with the accompanying grades and the extension activity; minimum 2 effective AFL points in a 60 minute lesson.
- The management of student groupings (whether mixed-ability or ability sets).
- The provision of opportunities for the More Able students to work with others of the same ability.
- The mentoring and additional provision for the More Able students.
- The provision of enrichment/extension tasks which develop learning.
- Further, appropriate differentiation, taking into account different learning styles.
- 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.
- The provision for the More Able students in lesson planning.
- Encouraging students to strive to achieve grades 7-9 in all subjects at GCSE and Distinction\* for Level Three qualifications.

##### **Out of Class Activities**

The following activities are offered on a regular basis and, although they sometimes benefit all students, they are particularly apt for those who have potential in certain areas as they provide opportunities to practise and extend their skills further:

- Enrichment days/visits
- Residential experiences
- Academy clubs
- Musical and sporting activities
- National competitions
- Mentoring by specialist staff University visits
- Relevant work experience
- Y11 Intervention
- Y11 Walking Talking Mocks
- Senior Leader More Able Y11 mentoring groups

However, every Faculty offers at least one additional experience for students solely on the register to encourage further development. These activities will be reviewed after they have taken place and modified for the following year if necessary. Parents will also be given the opportunity to request any support for their child they feel is necessary.

## **5. Parents**

The parents of every student on the More Able Register will be informed of their child's inclusion and that:

- Provision for the More Able is high on the Academy's agenda.
- Faculties will develop strategies to teach the More Able.
- Their son/daughter will be asked to participate in activities aimed at the More Able.
- Parents will therefore be kept informed of the activities that are taking place in the Academy and be able to keep track of their child's participation.
- In some cases, it might be necessary to inform parents that their child is a gifted underachiever or that he/she is being monitored to develop good study practices.

## **6. Roles and responsibilities**

The Senior Leader Link member in liaison with faculty representatives has overall responsibility for:

- Ensuring that the policy is implemented.
- 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.
- Working with relevant parties to monitor and update the register and putting information on SIMS.
- Liaising with parents on More Able issues.
- Supporting Faculties in planning for their More Able learners.
- Liaising with partnership schools to ensure successful transition.
- Keeping the governing body informed on work within provision for the More Able.
- Attending externally run courses to remain informed of the latest developments.

It is the role of the curriculum representatives along with class teachers to:

- Review provision in the schemes for learning.
- Use strategies to aid those students identified as More Able.
- Research additional experiences that would benefit the students.
- Monitor progress of the More Able through Faculty Progress Meetings and intervene where necessary.