



More Able Policy

St. Francis College

September 2023

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1. Aims

This is the more able policy of St. Francis' College.

The aims of this policy are as follows:

- 1.1 To deliver high quality teaching that provides challenge for each individual learner.
- 1.2 To identify their strengths and provide them with opportunities within and beyond the curriculum to stretch their abilities and achievements.
- 1.3 To build student awareness, independence and responsibility for their learning so that they can work with drive and focus towards achieving their full potential.
- 1.4 To have a culture of academic endeavour and to celebrate achievement in all its forms.

2 Scope and application

- 2.1 This policy applies to the whole College with the exception of the Nursery and EYFS.
- 2.2 There are specific actions that are relevant to Prep or Senior areas.

3 Regulatory framework

This policy has been prepared to meet the College's responsibilities under:

- 3.1 Education (Independent College Standards) Regulations 2014;
- 3.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);
- 3.3 Education and Skills Act 2008;
- 3.4 Childcare Act 2006;
- 3.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
- 3.6 Equality Act 2010;
- 3.7 ISI Inspections framework;
- 3.8 NMS statutory guidance;
- 3.9 SEN code of practice.

The following College policies, procedures and resource materials are relevant to this policy:

- 3.10 Scholarship policy;
- 3.11 Teaching and learning policy;
- 3.12 Pastoral Needs;
- 3.13 Individual Needs policy;

3.14 EAL policy.

4 Publication and availability

- 4.0 This policy is published on the College website.
- 4.1 This policy is available in hard copy on request.
- 4.2 A copy of the policy is available for inspection from the College office during the College day.
- 4.3 This policy can be made available in large print or other accessible format if required.

5 Responsibility statement and allocation of tasks

- 5.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 5.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date	Assistant Head, Head of Sixth Form	As required
Monitoring the implementation of the policy and any action taken in response and evaluating effectiveness	Assistant Head, Head of Sixth Form	As required, and at least termly
Maintaining an up-to-date register	Assistant Head, Head of Sixth Form	Twice a year
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the College's processes under the policy	Assistant Head, Head of Sixth Form	As required, and at least annually
Annual review of More Able students' results in GCSE and A level exams	Assistant Head, Head of Sixth Form	September of each year

6 Identification of More Able Students

PREP

- 6.1 InCAS – Pupils from Prep I to Prep VI are assessed using this computerised assessment which tests Reading, General and Mental Maths and Developed Ability which includes Attitudes towards learning. In January, the pupils in Prep III, IV and V are assessed in English, Maths and Verbal Reasoning. Pupils in Prep VI complete English, Maths and Non-Verbal Reasoning.
- 6.2 Teacher Professional Feedback - at the beginning of the year Prep staff use their own professional judgement along with InCAS and teacher assessment to identify more able students for their subject. (The register has been split into academic and creative subjects). They are asked to provide evidence of a pupils work and annotate why they are more able. The Deputy Head of Prep creates the register and a portfolio of the more able pupils. There is also a 'monitoring' register where teachers consider pupils who might be more able but need more time to assess them, this is discussed at staff meetings frequently so that the register is fluid. The Deputy Head of Prep also carries out book scrutiny of these identified pupils and feeds back to the Head of Prep.

SENIOR

- 6.3 Durham Testing - In Year 7, 10 and 12 pupils complete Durham testing which produces a score. The national average score is 100 and we use the score of 120 or more as a way of identifying more able students. Pupils are assessed at the start of the academic year or when they join the College.
- 6.4 Teacher Professional Feedback - twice a year the College completes a More Able audit giving teachers the opportunity to use subject specific criteria to decide which students are More Able in their subject. This is based on the three rings of giftedness (Renzulli, Joe 1978 "What Makes Giftedness? Reexamining a Definition").
- 6.5 This data is then used to determine which students are 'Exceptional' and which are 'More Able' in particular subjects. 'Exceptional students' will be identified using ALIS, MIDYIS or YELIS data and will score 120 or more. Exceptional students can also be identified in the More Able audit if they have been recognised by multiple subjects. [6 or more in KS3, 4 or more in KS4, 2 or more in Sixth Form].
- 6.6 Teachers are expected to keep a watchful eye on their pupils as some pupils might not display their More Able aptitude due to their individual needs, because they are new to the school or because English is an additional language. By focusing on the department's criteria when selecting More Able pupils, teachers should not be influenced by these other factors.
- 6.7 The register is fluid and pupils can be added or removed from the list at any time by informing the More Able co-ordinator.

7 Rationale

We recognise the research by Mueller and Dweck (1998) that shows that labels such as 'gifted and talented' emphasise the role of innate or natural talent. This can then be interpreted by pupils as diminishing the importance of effort. A label of 'gifted and talented' can decrease future academic success if pupils are aware of it. To this end, our offering for a student who is more able will be open to everyone but the more able student will be encouraged or signposted towards it.

However, teachers use the more able data to inform their planning and delivery of the lesson. Rosenthal and Jacobson (1966) found that when teachers were told they had a class of high achievers, the pupils made significantly more progress over a year compared to a control group with the same baseline data. High expectations are held for all students and each student should be able to chart their progress throughout their educational journey.

8 Classroom Expectations

- 8.1 The teacher's mark book includes More Able and Exceptional information.
- 8.2 Differentiated tasks - differentiation is seen as integral to good teaching as it means responding to every learner as an individual. Awareness of pupils' individual profiles of skills, interests and learning needs, including an awareness of baseline data such as INCAS, MidYIS, ALIS and YELLIS scores, thus informs teaching, enabling questions and responses to be tailored to each individual's ability, confidence and character.
- 8.3 Scheme of works show differentiated tasks and activities for More Able students.
- 8.4 For inspectors – a seating plan with More Able students shown.

9 Teaching

We strive for academic excellence in a stimulating and exciting learning environment in which all pupils are encouraged to:

- 9.1 take intellectual risks without fear of failure;
- 9.2 participate in a wide range of curricular and extra-curricular activities;
- 9.3 develop a lifelong love of learning;
- 9.4 develop independent thought and responsibility for their own learning;
- 9.5 be challenged academically.

In order to achieve these aims teachers are expected to:

- 9.6 demonstrate a commitment to every pupils' progress, making her feel included, secure and valued;
- 9.7 set high expectations of pupils that clearly define the effort and skills required for any given task;
- 9.8 provide opportunities for pupils to elaborate their own understanding by making links and re-using concepts in different situations and to construct and generate their own understanding e.g. by analysing evidence;
- 9.9 give pupils the opportunity to develop thinking and study skills and take responsibility for their own learning, ensuring they are able to exercise choice, develop goals, plan their approach and work independently;

- 9.10 create a high-challenge, positive, purposeful environment for learning in which pupils are motivated to learn and which enables them to develop confidence through doing so;
- 9.11 use assessment to inform planning;
- 9.12 encourage reflection, enabling learners to monitor and review their learning, and set quality targets that enable them to make further progress.

We accommodate the individual needs of all pupils through planning for variety in:

- 9.13 teaching style;
- 9.14 pace;
- 9.15 support
- 9.16 level of cognitive challenge;
- 9.17 types of tasks;
- 9.18 outcomes;
- 9.19 response formats.

We expect teachers to:

- 9.20 have expert knowledge of the curriculum, how to teach it and how students learn;
- 9.21 provide carefully structured activities that sensitively match pupils' needs;
- 9.22 use a variety of approaches, strategies and techniques and use time productively;
- 9.23 gives pupils a measure of responsibility for their work and encourage independent thinking;
- 9.24 allow pupils to take risks without fear of failure;
- 9.25 incorporate positive and constructive feedback both orally and in writing;
- 9.26 use homework effectively to reinforce and extend what is learned in school, as well as to provide opportunities to prepare for or research a new topic.

10 Co-curricular opportunities

More Able and Exceptional students are given opportunities to practice and extend their skills. Some of these opportunities may be:

- 10.0 Internal – Debating society, school competitions and debates, MEDSOC, EPQ, Duke of Edinburgh, school show, masterclasses and workshops, leading workshops in Prep or lower senior years, musical ensembles, June gallery exhibition, scholarship programme, performances in concerts, additional qualifications e.g. Further Maths in Year 11.

- 10.1 Regional and National – MUN, John Locke essays, GSA competitions, GSA pupil conference, Able and Ambitious conference, Speak Your mind debate, maths challenge, Science STEM award, Science Olympiads, French competition, Sporting fixtures, Drama competition, exhibiting in local galleries.
- 10.2 Oxbridge – personalised support from departments, Oxbridge speakers, extension lectures at Oxbridge and other institutions, Oxbridge essays competition, trips to Oxbridge.
- 10.3 Academic and Beyond – interesting and inspirational tasks to complete in their own time, each year group has a separate list.

11 Celebration of Achievement

A huge range of achievements are celebrated throughout the academic year. Celebrations may include:

- 11.1 termly achievement assemblies;
- 11.2 KS3 Prize-giving and KS4&5 Prize-giving;
- 11.3 weekly online Head's Bulletin;
- 11.4 Blog on website from Head, SLT, Head Girl and other staff
- 11.5 Social media;
- 11.6 Merits;
- 11.7 Postcards home;
- 11.8 Sports Award evening;
- 11.9 Open morning;
- 11.10 Parents evenings;
- 11.11 Progress reviews;

12 Out of School activities

More Able students often also enhance their learning out of school. This can often be found through:

- 12.1 Membership of local, regional or national clubs.
- 12.2 National courses, masterclasses and summer programmes e.g., National Youth Choir.
- 12.3 Teaching themselves e.g. a new language, a coding language, how to make a paper umbrella.
- 12.4 Entering National competitions independently.

- 12.5 Wider reading including TED talks, journal articles, documentaries, MOOCs and Gresham lectures.

13 Staff Development

All teachers are learners and should be striving to evaluate and improve their practice, informed by current educational research. Teachers are managers of the learning environment, facilitating all students to reach their full potential. In order to achieve this, all staff must be mindful of the essential qualities of excellent teaching and learning.

Staff development will be delivered through:

- 13.1 Staff Inset;
- 13.2 Training courses;
- 13.3 Staff pairing;
- 13.4 Lesson observation;
- 13.5 Performance management;
- 13.6 Books on good practice;
- 13.7 Ethos of improving practice;
- 13.8 Networking with other schools and sharing best practice.

14 Pastoral

- 14.1 More able students may put additional pressure on themselves to achieve at a high level. this can sometimes be detrimental to their mental health.
- 14.2 Form tutors will keep a careful eye on students to recognise when they are suffering from stress and pressure and support them to achieve a balance. this will take the form of one-to-one tutorials in form time, monitoring behaviours and looking out for signs of stress.
- 14.3 Heads of year can provide further guidance and the schools safeguarding process can be used if there are further concerns.
- 14.4 Within tutor time, pre-emptive advice and support is given regarding coping strategies, time management and wellness within the pd curriculum.
- 14.5 The boarders receive further support from academic tutors and boarding staff who regularly complete welfare checks and monitor when students show a change in behaviour. there is academic liaison between heads of year and boarding to ensure that the boarding students are fully supported.
- 14.6 Parents are invited to larger celebrations of achievement and during the course of the year receive a letter sharing ideas on how they can support their child.

15 Monitoring

- 15.1 Teachers know who the more able students are in their classes (as evidenced through their mark books) and will monitor to ensure that more able pupils are on track and regularly completing advanced work.
- 15.2 Students are monitored across the subjects through the tracking process. heads of year and form tutors have tutorials with students on academic and pastoral issues to support the students and address under-achievement and give pastoral care.
- 15.3 Classroom teachers take responsibility for the learning in their classroom and will support and encourage a more able student who is not meeting their expectations. If a pupil continues to not meet expectations, then the head of department will support the teacher and pupil to find strategies to help the student achieve their potential.
- 15.4 Provision for more able pupils will be evaluated through the College Self Evaluation (SEF) and exams analysis. Evidence will be derived from attainment and progress data, lesson observations, schemes, pupil voice and participation in other activities.

16 Version Control

Date of adoption of this policy	October 2023
Date of last review of this policy	October 2023
Date for next review of this policy	October 2025
Policy owner (SMT)	Mrs R Scott (More Able co-ordinator) & Mr M Gray (Deputy Head of Prep)
Policy owner (Proprietor)	Amit Mehta (ILG)