**[Name of school]**

**More able policy**

Adopted: Review date:

***Note:*** *Blue boxes contain advisory notes which should be read and deleted. These indicate where schools need to make decisions or choices. Grey italicised text indicates where schools need to make insertions, decisions or choices that comply with their school’s status.*

*‘More able’ is used throughout to refer to the highest performing pupils, in line with Ofsted and DfE usage. If your school uses ‘gifted and talented’ or other terminology please adapt as appropriate.*

***This policy should be used as a template and adapted to suit your school.***

**Aim**

To ensure that all more able pupils are challenged and supported to reach their potential.

**Objectives**

* To ensure that all more able pupils throughout the school, including disadvantaged more able pupils, make good progress.
* To ensure that all more able pupils, including disadvantaged more able pupils, achieve ambitious destination outcomes.
* To provide a powerful curriculum that extends and enriches the learning experience of more able pupils.
* To provide challenging teaching that stretches and inspires more able pupils.
* To accurately assess and track the progress of more able pupils so that focused interventions can be used where necessary to support progress.

**Definition**

***What is the right definition for your context?***

*Are you identifying more able pupils or your most able pupils? Your practice may depend on the ability profile of your school.*

*How big do you want your cohort to be? Remember ‘a rising tide lifts all ships’ so you may want to consider a larger cohort to have more impact. If you select the top 10% for each subject in each year group, this will typically be about a third of all students.*

*Would you consider allowing pupils to self-nominate? Would you consider ‘fast tracking’ disadvantaged pupils into the cohort if they are close to your criteria? Many schools triangulate a range of data, but be wary of spending too much time on identification at the expense of action. Also, be aware that basing identification solely on data may disadvantage students who are SEN as some conditions (such as dyslexia) may mask high ability.*

*Possible definitions:*

* *the highest performing 10% for each subject in a year group*
* *all pupils achieving a fine point score of X in their key stage 2 performance data*
* *all pupils attaining X in any subject in Year 7, Y in any subject in Year 8 (etc.).*

**Roles and responsibilities**

The more able coordinator will:

* create a (register/database/spreadsheet) of more able pupils
* *(inform parents/guardians of a student’s identification as more able?)*
* monitor and track the progress of more able pupils and the progress of key groups within the more able cohort across the *(school/college/academy)*
* work with departments and pastoral staff to put in place appropriate interventions for more able pupils and evaluate the impact of these, especially ensuring that any gaps in performance between different key groups of more able pupils are addressed
* monitor and track the appropriateness of the curriculum *[and destination choices]* of more able pupils
* coordinate the provision of enrichment opportunities for more able pupils
* work with the relevant staff to ensure appropriate and ambitious information and guidance is provided for more able pupils
* work with the relevant staff to ensure that the teaching of more able pupils is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of more able pupils
* keep staff informed of research, good practice and resources on the effective teaching of more able pupils.

***Who else will be involved in supporting your more able pupils?***

*It is good practice to have a designated member of the leadership team with responsibility for this. Will you have a designated link governor? What will their role be? How do you link to departments and/or heads of year? How does the coordinator fit within wider tracking and intervention?*

**Targets**

All more able pupils will be set targets that challenge them to make at least more than expected progress.

***What are the right targets for your context?***

*Expected progress targets are not particularly challenging for more able pupils, therefore more than expected progress targets should be set.*

* *Would you consider setting higher targets for disadvantaged pupils?*
* *How does your target setting challenge more able pupils?*
* *How does your target setting narrow gaps between key groups of more able pupils?*

**Curriculum**

* All more able pupils will have access to a broad and balanced curriculum that prepares them effectively for the future.
* All more able pupils will have access to a range of enrichment activities beyond the classroom that allow them to develop and pursue their interests. *(These do not have to be specific to more able students)*

***What is the right curriculum for your context?***

*How will you ensure this? Is the curriculum balance right for the needs of academic learners? For secondary schools, how are you ensuring that more able pupils make the right subject choices at GCSE and A-level? Is curriculum content focused on ‘the best that has been thought and said?’ How are you developing the cultural capital of your more able pupils?*

**Teaching *(This section may be obsolete if covered within a whole school Teaching and Learning policy)***

All more able pupils are stretched through challenging teaching in the following ways:

* grouping of pupils within the classroom
* teaching that unpicks the deep structure of problems
* tasks that build fluency, speed, accuracy and automaticity
* tasks that build abstract thinking and the ability to connect beyond immediate context
* tasks that encourage extension and synopsis
* opportunities and resources for pupils to access knowledge at a higher level
* study of methodology
* unscaffolded tasks
* Socratic questioning
* convergent and divergent thinking.

**Assessment**

Assessments for more able pupils allows them to build the knowledge and skills necessary for high performance. Therefore assessment for more able pupils is:

* synoptic and varied, preparing more able pupils effectively for synoptic examinations
* memory-based, preparing more able pupils effectively for extended recall
* flight-path focused, preparing more able pupils for the knowledge, skills and application into new contexts that they will need to demonstrate throughout their time in school.

**Tracking and intervention**

As part of our school tracking procedure, all more able pupils are identified at every assessment point as performing above expectation, at expectation, or below expectation.

***How does tracking and intervention fit with your context?***

*Ensure that more able pupils are tracked as a key group within your existing tracking and intervention procedures.*

* *How do you track gaps between key groups within the more able cohort?*
* *When and what will you track?*
* *Where gaps exist, what interventions are put in place to narrow these?*
* *How will this be monitored for impact and by whom?*
* *How will good practice be shared?*

**Building aspiration**

We ensure that our more able pupils are prepared to achieve their ambitions in the following ways:

***How does building aspiration fit with your context?***

* *What Information, Advice and Guidance (IAG) is available for more able pupils and their parents?*
* *How do you track gaps in aspiration between key groups within the more able cohort and what do you do to narrow these?*
* *[Secondary schools] How do you track destination data for more able pupils?*
* *[Secondary schools] How do you ensure that work experience is suitably ambitious for more able pupils?*