

School Action Policy for More Able

School Champion for Able Learners

Rising Star Programme

Rationale

Aims

To raise standards, support, recognize and reward high achievers.

- Recognise and support the abilities, personal qualities and talents of all pupils identified as most able.
- Promote a sense of enjoyment and excitement in learning and a culture of high expectations for all pupils in specific subjects.
- Ensure that all children receive an education appropriate to their abilities.
- Provide challenge for the most able, employing a range of teaching methods which encourage pupils to take responsibility for their own learning
- Develop a recognition and awareness of gifted, talented and most able pupils and their individual strengths.
- Ensure that all teachers share responsibility for the monitoring of pupils, including the most able.
- Recognise under-achievement and seek to remove barriers to learning.
- Provide opportunities for the most able to develop their strengths through high quality extra-curricular activities and curriculum enrichment, including specific provision for more able pupils.
- Work in partnership with parents to maximise the opportunities for pupils' to reach their potential.
- Celebrate the achievements of the most able pupils.
- Use assessment data capture to review our provision for gifted, talented and able pupils.

More Able Means

Those students who have shown aptitude for learning and shown potential to succeed and flourish, excelling in a particular subject.

More able learners are those who excel academically in one or more subjects. It could also describe students that show a natural aptitude for a specific subject.

More able learners who excel and have a natural ability in more practical and creative subjects.

Identification

Identification will take the form of:

- Standardised testing and assessment
- Teacher assessments
- Teacher observations
- Work look
- Performance in activities
- Performance or activities outside of school.

Provision

Wave 1 Quality first teaching

- Top down planning
- Effective use of differentiation
- High expectations
- Appropriate challenge and encouragement students to embrace and display more able qualities.
- Students encouraged and supported to display characteristics of a creative thinker, reflective learner, effective participator, independent enquirer, self-manager and team worker.
- Opportunities for positions of responsibility.
- Enrichment opportunities
- School productions
- Sporting events

Wave 2 Teaching and learning strategies.

- Use of learning objectives and I can statements from a higher level
- Differentiated group focus
- Collaborative work
- Enrichment opportunities
- Focus groups
- Ability to take part in local/regional competitions
- Differentiation by learning outcome
- These tasks should also be used to break the barriers of underachievement

Wave 3 Individual/personalised learning

- Exceptional education plan
- Early entry to exams where appropriate
- Plans to cater for student specific learning needs both SEMH and PP.

Monitoring

Through the data capture, progress can be effectively monitored. The process of identification can be adapted to be able to monitor success and accelerated progress over time.

Roles and responsibilities

- To raise the profile of the more able
- To collect data on the relevant groups
- To encourage and promote the scheme
- To provide and arrange incentives
- The use of data to identify key students so that early intervention is set to make expected or better progress for all more able students.
- The liaison between the staff, regarding responsibilities and ideas for implementation.
- Monitor the schools provision through assessment of the personal and social needs of the students.