

TCS More Able Policy

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Contents:

1. Rationale
2. Aim
3. Purpose
4. Guidelines
5. Quality First Teaching
6. Out of class activities
7. Monitoring

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TESTBOURNE
COMMUNITY
SCHOOL

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1. Rationale

Testbourne Community School is fully committed to equality of opportunity for all students. We believe that every student, whatever their ability, has the right to be challenged and encouraged to develop their full potential.

However, many of our students fit the criteria of 'More Able' and we seek to achieve the best progress for all of these Higher Prior Attaining students.

2. Aim

This policy is intended to support the following aims: -

- Meet the learning needs of More Able students and challenge them to achieve their potential.
- Develop provision, both in and out of school, through working with teachers, pupils, parents, external agencies and the community.
- Monitor progress and intervene when they are at risk of underachievement.

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents as well as being challenged in their lessons.

3. Purpose

To challenge our More Able learners;

To encourage independent thinking and learning;

To ensure that provision is being made in every curriculum area.

4. Guidelines

At Testbourne Community School we identify a variety of strategies in challenging and motivating our More Able students. Our main guidelines are to ensure 'Quality First Teaching' in the classroom. The co-ordinator for More Able students will help the teaching and learning team in guiding departments in making sure their provision meets the need of the More Able students.

More Able students are no different to less able students in that they require quality teaching in order to realise their potential. However, at Testbourne Community School we recognise that as so many of our students are More Able, our teaching must make sure that challenge is present in all our lessons. The Testbourne Challenging Objectives (TCO) slide is used as a common start to all lessons in the school. This ensures that challenge is built in to every lesson.

5. Quality First Teaching

All lessons need to be challenging for More Able students. Important strategies include:

- the coherent management of student groupings whether in mixed ability groups or ability sets
- regular monitoring and mentoring of progress throughout the five years
- the provision of enrichment/extension activities and tasks
- differentiation within subject areas
- the development of independent learning by allowing students to plan, carry out tasks unaided, evaluate their own work and to become self-critical
- metacognition and developing students thinking about their learning.

6. Out of class activities

The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practise and extend their skills:

- enrichment activities

- residential experiences
- school clubs
- study skills day
- musical, performance and sporting activities.

7. Monitoring

Monitoring of the progress of More Able students is the responsibility of the class teacher and the head of department in every subject.

The leadership team oversee the monitoring in their line management areas.

The More Able co-ordinator will work with middle and senior leaders in order to ensure the best support for More Able students.

The More Able co-ordinator has overall responsibility for:

- coordinating any additional monitoring of progress for More Able students
- providing More Able students with information about their future development
- helping the teaching and learning team to develop challenge across the school
- leading on any future developments for More Able students.

More Able Students are given some specific focus in order to realise their high potential at different points during their school career. These focus points include:

- A focus on academic continuity during Year 7, to continue the high levels achieved in Year 6;
- Direction towards more academically challenging subjects during Year 8 when selecting GCSE options;
- Clear target setting in Year 9 when beginning GCSE courses;
- Careers advice including Russel Group universities during Year 10 and 11;
- Specific help and guidance for revision and examination preparation in Year 11.