



More Able Policy 2023-2024

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Policy Contact: James Gisby, Director of Teaching and Learning and More Able Coordinator

Introduction and ethos

Seaford College is committed to promoting achievement and raising standards for all students, and to providing an environment which encourages all students to develop their gifts, talents and abilities to the full. We recognise the need to promote appropriate opportunities to cater for the most able in our community, including those most able students with any additional needs. Indeed, many of our more able students will already receive learning support for a more conventionally recognised SEN, and we recognise and celebrate that fact.

At Seaford, we provide a wide range of challenging learning opportunities which will enable each individual student, including those with exceptional abilities to fulfil their potential.

We endeavour to do this by having a school with:

- The highest possible emphasis on academic achievement
- A rich and varied experience for all
- Effective partnership with parents, students, teachers, governors and the wider community

Stretch, stimulation and enrichment should be accessible to all students at Seaford, but it is the purpose of the More Able programme to ensure that students identified as more able are given as many opportunities as possible to nurture and grow those special talents.

Roles and Responsibilities

Classroom Teacher:

- To ensure lessons provide opportunities for stretch and challenge
- To involve students with target setting and self-assessment procedures to give them increased responsibility for their learning
- To ensure their subject knowledge is adequate enough to stretch thinking and content
- To provide opportunities for independent research and prep that extends learning
- To take full advantage of opportunities to extend learning arising from student questioning
- To ensure lesson sequencing allows links to be made with other topic areas

Head of Department:

- To provide opportunities for students to stretch knowledge outside of the prescribed curriculum
- To ensure there are adequate materials for students to use outside of the classroom
- To ensure quality of stretch and challenge within the classroom

- To drive curriculum sequencing and development in a way that enhances the most able
- To analyse data and the performance of the most able in their department

More Able and Scholars Coordinator (supported by Assistant Heads):

- Supporting the learning and progress of the students on the register
- Liaising with each academic department in the school, and reporting to the Senior Management Team
- Updating the register yearly, and gathering evidence of these students' ongoing progress and achievements
- Ensuring that appropriate contact is maintained with parents
- Making sure the students on the list are able to attend any extension activities, both within school and also on courses
- Liaising with feeder schools with a view to awarding scholarships
- Ensure ongoing professional development for the staff
- Be aware and make use of continuing professional development, and keep the policy updated
- Ensure that the more able students within the school, past and present, have a high profile to give inspiration to all the students

Definitions

More able students:

'More able students' refers to students who are quartile 1 in their CAT scores. These students are deemed to be the top 20% of students. These are identified on ClassCharts with a blue star.

Academic Scholars:

Academic scholars have been awarded a scholarship as they have the ability to achieve **significantly above the average** (compared with the attainment of other students in their year group at Seaford College) in one or more of the National Curriculum subjects other than art, technology, performing arts or physical education. These are also identified on ClassCharts with a blue star.

Identification

Seaford College will seek to identify more able students using Quartile 1 CAT data.

Academic scholars may be identified through the following measures:

- The expert judgement and experience of the teachers and other professionals within and outside the school

- A variety of tests including the school's CAT4 initiative
- Information from outside clubs and activities
- Records from previous schools
- Identification by Educational Psychologists
- Nomination by parents and peers
- Self-nomination

Teachers can become highly skilled in noting signs of outstanding potential, as well as actual performance, so long as they are aware of characteristics for which to look. It is suggested that students worthy of an academic scholarship are likely to:

- show fascination or passion for a particular subject
- think quickly and accurately
- reason well
- understand complex instructions
- grasp new concepts easily; remember and apply them
- become absorbed in tasks
- show invention and imagination; make perceptive, original comments
- ask searching questions
- communicate their thoughts and ideas well
- demonstrate persistence and perfectionism

Provision

More able students and scholars are well provided for at Seaford with opportunities available, as well as targeted support. More able students and scholars are provided for in the following three ways:

- In the classroom
- Co-curricular activities
- Scholars/More Able sessions

In the Classroom:

Most of academic extension and provision will come from classroom teachers who are always aiming to extend the top third of the class regardless of ability. Teachers should be aware of who these students are and provide challenging and appropriate activities.

Equally, whilst Seaford has mixed ability sets, the majority of subjects at KS3 have a top set where it would be expected that students deemed as more able would be. There is no guarantee, however, that a top set student would be on the More Able register.

Co-Curricular activities:

The more able and scholars should be seeking additional opportunities to extend their own learning and be the drivers of their own education. Each student on the register will be monitored and mentored by the More Able Coordinator to ensure they are being stretched beyond their comfort zones. In addition, participation in co-curricular clubs will be logged and kept.

As part of their scholarship award, we would expect scholars to participate in some of the below:

- Debating Society
- Biomedical Society
- Current Affairs Club
- Seaford Academic Enrichment Lectures
- Maths Challenge
- Languages Challenge
- Poetry Competitions
- Essay Competitions
- Subject Societies
- Model UN
- Music lessons
- Drama productions
- Sports Scholarship Programme
- LAMDA
- Sports Competitions

Scholars/More Able Sessions

In addition to the above, Seaford offers a dedicated scholars' programme of enrichment sessions. These sessions are split into Year 7-8, Year 9-11 and Sixth Form. The sessions aim to encourage critical thinking skills, extend and develop cross-curricular skills, and increase their cultural capital and worldwide knowledge. These sessions will be multi-disciplinary, providing an introduction into classical history, English literature, history of science and art, philosophy, politics, sociological, ethical, artistic or musical. Scholars are expected to reflect on their sessions and write for the student journal so that they can showcase their work.

Scholars are expected to attend/watch these sessions; more able students are invited and are strongly encouraged to attend. Some students may wish to join the programme as they have a wide variety of interests – additional students are welcome as long as space is available.

Monitoring, reviewing and evaluating

The progress of more able students will be monitored by the Coordinator and the Assistant Heads to ensure that each student is working to their potential and not underachieving.

The More Able Coordinator will examine their:

1. Challenge Grade reports
2. Co-Curricular activities
3. Examination and assessment results
4. Participation in scholars' sessions and written reflections

The school's success in meeting the needs of these students is evaluated using the following:

- Challenge Grade reports
- Examination results
- Take up of provision by more able students and scholars
- Feedback from subject teachers
- Parental comments

Fundamentally, the success of this policy is driven by classroom teachers, Heads of Department and the More Able Coordinator. By offering stretch and challenge inside and outside of the classroom more able students and scholars will produce outstanding outcomes.