

# More Able Policy 2024

Date: September 2024

Review Date: **September 2025**

Policy Contact: Mr James Gisby, Director of Teaching and Learning

## **A. Introduction and ethos:**

Seaford College is committed to promoting achievement and raising standards for all students, 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.

At Seaford we provide a wide range of challenging learning opportunities which will enable each individual pupil, 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, pupils, teachers, governors and the wider community.

## **B. Identification and definitions:**

### **More able pupils**

'More able pupils' refer to pupils who are quartile 1 in their CAT scores. These pupils are deemed to be the top 20% of pupils. 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 pupils 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.

Academic Scholars are selected after a rigorous interview day but may also be identified by their teachers from internal data and assessment.

### **Provision**

Seaford College provides for more able students in the following ways:

1. In the classroom
2. Extra-curricular activities
3. Scholars Curriculum

### **In the Classroom:**

Most of academic extension and provision will come from classroom teachers. Teachers should seek to stretch them through questioning, challenge activities and adaptive teaching. Teachers should always be aiming to extend the top third of the class regardless of ability.

## Co-Curricular activities:

More able students should be seeking additional opportunities to extend their own learning and be the drivers of their own education.

- Academic Scholars Curriculum
- House Competitions
- Debating Society
- Biomedical Society
- Current Affairs Club
- Maths Challenge
- Languages Challenge
- Poetry Competitions
- Essay Competitions
- Subject Societies
- Music lessons
- Drama productions
- Sports Scholarship Programme
- LAMDA
- Sports Competitions
- Use of the Library

## Academic Scholars Curriculum

In addition to the above, Seaford offers a dedicated scholars programme of enrichment sessions. These sessions are split into Years 7-9, Years 10-11 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 a wide array of knowledge outside of the curriculum; an example timeline for the Winter term is below.

	Years 7, 8 and 9	Years 10 and 11	Year 12
W/C 16/9 (B)		Mini Lecture: what makes us say yes? The psychology of authority	A big decision: different types of universities and how to choose
W/C 23/9 (A)	How journalists use media to shape our opinions of news and the people in it		
W/C 30/9 (B)		Mini Lecture: slapstick and toilet humour: why medieval literature is anything but boring	Academic curiosity: skills for independent research and wider reading
W/C 7/10 (A)	Murder mystery: who killed the princes in the tower?		
W/C 14/10 (B)		Mini Lecture: human rights and the complex case of Shamima Begum	Oxbridge: what it's really like and is it for me?
Half Term			
W/C 4/11 (A)	The Stanford Prison experiment and the ethics of consent	Independent Research Project	
W/C 11/11 (B)			UCAS: the application process
W/C 18/11 (A)	Artificial intelligence and Frankenstein's monster	Independent Research Project	
W/C 25/11 (B)			Extra curricular: what can I be doing now?
W/C 2/12 (A)	Advanced mathematics	Independent Research Project (mini viva to take place at the start of Spring term)	
W/C 9/12 B)			Personal statements: an introduction

### **Monitoring, reviewing and evaluating**

The progress of more able pupils will be monitored by the Director of Teaching and Learning, whilst the Academic Scholars Co-ordinator will oversee the scholars.

This will be done by examining their:

1. Challenge Grade Reports
2. Extra-Curricular Activities
3. Examination and Assessment Results
4. Participation in Scholars Sessions

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

- Challenge Grade Reports;
- Examination results;
- Take up of provision by More Able students and Scholars
- Feedback from subject teachers;
- Parent's comments;

Fundamentally, the success of this policy is driven by classroom teachers, Heads of Department, the Academic Scholars and Oxbridge Co-Ordinator and the Director of Teaching and Learning. By offering stretch and challenge inside and outside of the classroom more able students and scholars will produce outstanding outcomes.