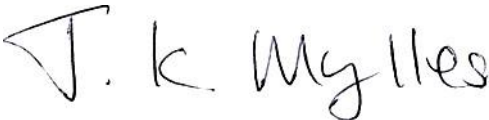



# Challney High School for Girls



## More Able Policy

<b>Date Approved by the Governing Body</b>	Autumn Term 2023
<b>Date For Review by the Governing Body</b>	Autumn Term 2024
<b>Headteacher Signature</b>	
<b>Chair of Governors Signature</b>	

## Aims and rationale

At Challney High School for Girls we recognise that all students should be provided with every opportunity to achieve. We believe in motivating our students by providing them with the best learning opportunities both inside and outside of the classroom. We aim to instil in our students a passion for learning that will inspire them to achieve and become influential women of the future.

We aim to identify More Able students as soon as possible after they join the school and ensure that they are supported to achieve at levels above that of the expectations of average students and to achieve outcomes that are at or above their expected outcomes. Our more able students are recognised for their academic potential either within a particular subject area or across the school as a whole.

All teachers have a responsibility to plan and deliver lessons where teaching and learning is of the highest quality, with effective pace and challenge in all lessons and where the learning needs of all students including more able students are met.

## Definitions

We recognise that in some subjects such as Art, PE, Music and DT students show a particular flair and these students are recognised as **talented students** and are encouraged to maximise their potential in these areas. Our **more able** students however are recognised for their academic potential either within a particular subject area (**subject specific more able**) or across the school as a whole (**whole school more able**). We also recognise exceptionally able students who are those considered to be in the top 2% nationally.

## Leadership

Whilst we recognise the fact that provision for the more able student is the responsibility of all members of the school community there are some specific individuals who take a lead in this area.

- An Assistant Headteacher is responsible for overseeing more able provision within the school.
- All departments have a named contact for more able. In some cases this is the Subject Leader, however it may also be another member of the department who has agreed to take a lead in this area.

## Identification

- Whole school more able students are identified as soon as possible that they enter the school based on data from cognitive ability tests (CATs) that they take at the start of year 7 and from data from their KS2 assessment tests (where taken as these did not run for some of our current cohort due to COVID 19). The CATs tests test 4 areas (batteries) and students receive a score for each as well as an overall standardised age score. The mean SAS is 100. Students that meet the following criteria are currently designated as whole school more able.

119 or above mean SAS

118 or above in 2 or more

batteries 127 or above in 1 battery

From the KS2 assessments any student who has a scaled KS2 test score of 115+ in any of their KS2 assessments will be identified as More Able.

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Exceptionally able students will have a scaled KS2 score in any test of 118+ or a CATs test score of 132 or above in any battery).

As students who joined the school in September 2020 & 2021 did not take SATs tests due to Covid-19 identification for this year group identification criteria were amended and data from the GL Maths & English assessments (additional assessments for these years) were used for these cohorts alongside CATs results.

- Subject specific more able students are identified by staff. A major review takes place annually, however staff can suggest amendments to the subject specific MA lists at any point in the year. Each subject area decides on a list of subject specific criteria which are then used to inform nominations. The nominations are informed by observation of students within lessons, the work that they produce and data and student tracking such as performance in assessments, flight paths and grades. Art, DT, Music and PE use this process to identify talented students.
- Parental nominations - parents are asked if they would like to nominate their daughter based on their skills, interests and abilities. Information to support the parents in this process is sent home annually to parents so that they can make an informed decision.

Using the CATs test results, criteria based nominations and parental nominations enables students who are at risk of underachieving and those who have the potential to achieve to be identified as more able students. Both of these methods of identification give scope for students who are not currently achieving to be identified as more able students as neither purely rely on current achievement as an indicator of the student's abilities. We recognise the fact that students may have dual or multiple exceptionalities and the combination of these identification processes helps to ensure that these students are also identified.

## **Curriculum, teaching and learning**

Students at Challney High School for girls follow a broad curriculum. At KS3 this includes a range of academic and creative subjects. All students at KS3 study a language (French or Spanish). At KS4 the range of subjects is extended and students are given more choice in what they study. More able students are encouraged to follow an Ebacc. pathway (although this is not compulsory), which ensures that they study English, mathematics, 2 sciences, geography or history and a modern foreign language. All students study RE. These students then choose either another academic or a more creative subject for their final option. In addition to these subjects, students may opt to take either a leadership qualification or a GCSE in Physical Education in their core PE lessons and may opt to take Triple Science rather than Combined Science. We recognise pastoral support as important for all students and students in all years have a weekly Personal Development Curriculum lesson as well as 20 minutes tutor time each morning. We feel that the curriculum is appropriate in ensuring that more able students keep all options open to them as they move into further and higher education.

Lessons at Challney High School for Girls aim to provide more able students with work that is challenging at an appropriate level. High expectations are set of student achievement. Every student is set an aspirational flightpath target for each subject, that they work towards. Class groupings are at the discretion of the Subject Leader who will discuss their choices with their SLT link. In many subjects students are put into ability sets. Teachers decide whether they wish to group according to ability within their own classes with the decision based on which groupings they feel will best facilitate the progress of the students that they teach.

All teachers and TAs are trained in the SSAT teacher effectiveness enhancement programme (Teep) and are encouraged to use it in their teaching. This evidence based programme provides a framework that enables

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all learners to be challenged and provides a language for learning. The lesson planning cycle promote a structured lesson and the underpinning elements, collaborative learning, thinking for learning, Afl, use of technology and accelerated learning promotes activities that are varied and differentiated.

## **Tracking and assessment**

The progress and attainment of students are assessed in line with the whole school assessment policy.

On entry to the school all students are allocated a target GCSE grade within a flightpath for each subject, based on expected progress from their KS2 SATs. These flightpaths are reviewed in year 10 for the subjects they will study at GCSE. It would be expected that whole school More Able students will be on a purple or green flightpath.

Teacher assessment will comprise of a mixture of formative and summative assessment which feeds into the 3 (4 for year 11) assessment points where students are given attainment, homework and effort grades for each subject that they study. The Assistant Headteacher in charge of data collates whole school and group attainment and progress information for all students including MA students and this is shared with SLT, Middle Leaders and all staff as appropriate. Year 10 & 11 tracking boards outside the staffroom indicate the attainment of all students, with MA students being indicated by a special coloured spot. Students in KS4 are brought to the board to look at their progress and to talk about what it means for their future. In addition to this each year group has a progress board that compares achievement to attitudes to learning and helps the year team to monitor the progress of their year team and intervene if necessary. In this way MA students who are doing well can be congratulated, whilst those who may need support or intervention can be identified and appropriate measures put into place.

Subject teachers, form tutors, middle leaders and SLT all have access to marksheets on SIMS that they can use to view information about whole school and subject specific MA students. Sisra Analytics also has whole school and subject specific MA focus groups so that the achievement of MA students in a class, subject or year group can be easily tracked.

All MA students complete a MA profile which is then reviewed annually. This contains CATs data as well as information about the student's aspirations, their interests and how they like to learn. The parents of MA students also contribute to this by indicating what they would like their daughters to get out of school. This profile is then made available in the MA area of the School Google Drive for teachers to access to give them information about the student.

## **Enrichment**

MA students have an entitlement to access enrichment activities that will enhance the work that they do as part of the curriculum. These activities may take place within or outside of the classroom. Such activities may be planned by the AHT with responsibility for MA students, by SLT or by Middle Leaders, teachers or by the Chiltern Learning Trust. The AHT with responsibility for MA students will oversee the offer of activities across the school. Opportunities may be directed solely at MA students or may be open to all. Opportunities that have been available for MA students include:

- Crest club
- Debating club
- Foreign Language films
- Equality forum

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Wadham college activities  
UKMT Maths challenge (individual and team competitions)  
Enrichment Day activities  
Grade 7-9 booster sessions  
Buddies  
Peer readers  
Year and School Council and House Captains and Representatives  
Talks by specialists e.g. careers, STEM ambassadors Visits to Universities  
Community projects such as Luton Food bank, River Lea project and charities  
week Brilliant Club  
(Duke of Edinburgh will be introduced this year)

In addition to this Art, PE, DT and music have extra-curricular clubs and provide regular opportunities for our talented students to compete against others and showcase their best work, for example at awards ceremonies or at public performances.

Opportunities to attend Summer schools, University visits and similar are communicated to students and parents and students are encouraged to attend.

## **Personal, social and emotional issues**

The school takes the pastoral support of students very seriously. The student's tutor is the first port of call for any MA student who is struggling with any aspect of school life, whether it be academic, social or emotional. Alternatively they can contact their Head of Year or the Assistant Head of Year (non-teaching) attached to their year group. The student learning kit also gives contact information for various external support services that they may wish to access. If it is felt appropriate, a MA student may be allocated a learning mentor to support them.

All pupils, including MA pupils are surveyed twice yearly about various aspects of their learning. Each tutor group has a year council representative and each year group has school council reps. who feed back to the school council as well as a house representative.

## **Partnership with parents/carers**

As a school we strive to involve parents as much as possible in their daughter's education. All parents receive 4 subject updates and one full written report a year and are invited to an academic parents evening. Parents of students in KS3 are invited to a MA parent information session in the Autumn Term and parents of students in Year 10 and 11 are invited to a talk about More Able provision at Luton VI Form College. There is a special section on the Student Google Site for MA students and on the school website for the parents of MA students. Opportunities are promoted to students and parents through epraise.. All MA students are asked to read their daughter's MA profile and add a comment on what they would like to see from the school.

## **Continuing professional development**

All teachers and teaching assistants attend INSET days that primarily have a focus on developing high quality teaching and learning for all learners including MA learners. These days often include sessions on areas of teaching such as differentiation, challenge and effective use of Afl as well as some sessions that focus

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specifically on how to effectively meet the needs of MA students. INSET days are complemented by compulsory and voluntary CPD sessions throughout the year, as well as weekly 10 minute teaching and learning briefings. As part of this internal CPD staff are often given the opportunity to share good practice e.g. through a Teep peep or departmental session. As part of the Chiltern Learning Trust staff at all levels have increasing opportunities to share good practice across two or more schools.

Staff can also apply to attend external courses based on providing for MA students and are expected to cascade the information from these to relevant parties on their return to school. Where appropriate external trainers and speakers are invited to deliver in school CPD.

All members of staff have access to the Nace website and the Nace hub where they can access materials relating to MA students.

## **Policy review and development**

This policy will be reviewed annually. The AHT with responsibility for MA students will lead on this review. They will also, in collaboration with the AHT data and assessment and AHT teaching and learning monitor the quality of teaching for MA students by looking at pupil data, pupil survey results, information from focus groups, quality assurance, lesson observation feedback and feedback from learning walks by the Headteacher. MA provision is intermittently a focus within SLT/SL and SLT/HOY meetings and is also discussed in the departmental monitoring meetings.

## **Roles and responsibilities**

The Senior Leadership Team will:

- Ensure the policy is monitored and report on its impact through lesson observation, data and student voice.
- Ensure an effective quality of teaching is being provided to all students.
- Coordinate identification and actions related to most able across the whole school.
- Continually review target setting processes to ensure the highest expectations for this and all other groups.

The Assistant Headteacher with responsibility for More Able provision will:

- Co-ordinate extended opportunities for all most able students and raise awareness of these with students and parents.
- Communicate with parents about provision offered for identified students.
- Coordinate the identification of the More Able students by department leaders and the identification of talented students in all performance/practical subject areas.
- Support intervention across all year groups.
- Ensure that staff are provided with appropriate professional development opportunities to enable them to meet the needs of More Able students.
- Lead on the annual review of the More Able policy.

Heads of Departments will:

- Know how the needs of most able students are met within the department and regularly review provision.
- Ensure the policy is monitored and report to the Senior Leadership Team on its impact through lesson observation, data and student voice.
- Ensure intervention plans are put in place for underachieving students within subject areas.

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- Coordinate identification and actions related to most able across the department.
- Co-ordinate schemes of work to ensure that the needs of most able students are met at all Key Stages.
- Ensure additional opportunities are available in lessons and beyond lessons.
- Work with subject teachers to ensure students meet the targets set for them.
- Work with subject teachers with underperforming students.
- Ensure best practice is shared at departmental meetings and departmental CPD sessions.

## Year Leaders will:

- Ensure that those students identified are making at least expected progress, to aim for accelerated progress across all subjects.
- Monitor actions related to most able across departments where students have been identified as most able.
- Read and assess student's subject updates and reports and intervene where there is under achievement across subjects.
- Liaise with Heads of Departments to discuss students' progress where necessary.
- Praise and appropriately reward the students who are achieving their target grades.
- Communicate with parents about provision offered for identified students where needed.

## Subject Teachers will:

- Contribute to the academic achievement of most able students in their subject area. This will be achieved by adopting teaching and learning strategies that have proven to be effective when challenging more able students.
- Make sure that most able students are identified in planning.
- Make independent learning integral to their planning and teaching and promote further learning opportunities by providing relevant extension activities.
- Make sure each student knows their target level or grade, the level at which they are currently working at and what they need to do to improve their level or grade.
- Share the learning objective and outcomes/ success criteria with the students.

## Students will:

- Take ownership of their own learning.
- Respond to feedback and respond by providing 'next steps' for progression.
- Self-assess in order to ensure they know how they will make progress.
- Take up the opportunities provided in lessons and beyond.
- Be receptive to advice given and respond when asked to.
- Be clear regarding which level they are working at and what they need to do to improve.

Link governor: Amna Khan