

More Able Policy (including Most Able and Exceptional Potential)



Introduction

The following policy outlines Bingley Grammar School's (BGS) approach to supporting our More Able students and those students with Exceptional Potential.

The school is committed to ensuring that the unique needs of these students are met as an entitlement.

The aim is to ensure that these students, like all BGS students, are able to achieve their potential.

The More Able policy is driven by the whole school priority of personalising teaching and learning and is informed by the school's results and subsequent national and local data to date on the achievement of More Able students. The particular focus is preventing underachievement and ensuring that all students have access to activities and teaching that challenges them appropriately.

Rationale

Why does BGS need a More Able Policy?

The Belong, Grow, Succeed ethos of the school supports a culture where high achievement is valued by all and high expectations are universal. Bingley Grammar School aims to provide the best possible education for every student and identify and meet their individual needs to help them achieve their full potential. Students who have demonstrated high achievement, and whose previous assessments indicate possible future high achievement should be recognised by the school and supported in their development, within and outside of the classroom.

Definitions

More Able – A student who has at the end of KS2 been working at a Level 5b or above in English and Maths. With the recent changes to the KS2 assessment, More Able students will be those who achieve significantly above national averages (100) in the new examinations for reading or mathematics and will also include students identified as writing at greater depth. The school will be using as an initial guide >110 for categorising More Able children. The school will use other relevant information alongside the KS2 scores, and will constantly look for signs of More Able, therefore alongside there will also be the use of literacy and numeracy tests and a National Percentile Rank (NPR) score of 90 and above. See Appendix 3.

Exceptional Potential – A student that has exceptional potential to reach grades 7 – 9 in a specific subject area, determined through using the exceptional potential indicators. See Appendix Two



Aims

What does BGS want to achieve through better provision for the More Able students?

In keeping with the core values of “Belong, Grow, Succeed”, particularly “Succeed” BGS aims to:

- Provide all students with learning experiences and opportunities, which will help them to fulfil their potential and secure the highest possible levels of achievement
- Ensure that students who are achieving, or who have the potential to achieve, significantly above the average for their year group, both compared to their peers at BGS and nationally, are regularly and accurately identified and that all staff members are made aware of those they will target with more challenging opportunities
- Provide our More Able students with opportunities to work at higher cognitive levels
- Support all departments and staff in meeting the needs of our More Able students and in the identification of these students in their specific subject area
- Enable departments to monitor the progress of More Able students within their area, in line with BGS’s whole-school assessment policy and as part of the school’s Monitoring and Review cycle and QA processes
- Help stimulate and motivate the More Able students, especially those currently underachieving and/or those who are unmotivated
- Provide a broad range of enrichment opportunities, in and outside of school, which will further accelerate student progress
- Ensure students achieve the highest possible outcomes as measured by levels of progress and attainment
- Increase the number of students who progress on to Oxbridge and Russell Group universities

Support

BGS is conscious that there may sometimes be in all schools a small risk that a minority of students may use negative labels to describe the More Able students. In line with the school’s core values of Belong, Grow, Succeed, particularly “Belong” any incidents are acted upon swiftly in accordance with the School Behaviour Policy and that aspiration to the highest levels of progress is the absolute minimum expectation for all students.

Context:

What is meant by a More Able student?

- The Department for Education (DfE) defines More Able students as – “Children and young people with one or more abilities developed to a level significantly ahead of their year group.”



- In addition, Ofsted monitor closely progress of students who achieve level 5 or above in Maths and/or English at KS2 and their eventual outcomes as measured by A/A* GCSE grades.
- The report titled, `KS3: The Wasted Years`, published by Ofsted highlighted the lack of challenge at KS3 for the most abled students. Inspectors found that schools need to do more to ensure that the curriculum provides sufficient challenge for the most able. It was found that under half of the schools visited for the Most Able survey, work in English and mathematics was not challenging enough in Key Stage 3 and this increased to two thirds in other subjects.
- There is no norm for a More Able student. The More Able students can be: academic all-rounders or high achievers in one subject area; of high ability but with low motivation; of good verbal ability but poor literacy skills; very able but with short concentration spans; very able but with poor social skills.
- However, in line with current research for example from Carol Dweck, this term is not intended to be seen as a mark of innate ability which separates and/or limits the possible learning of all. It should be recognised that being smart is as much a matter of determination and self-discipline as it is of intellect.
- More Able students are children who demonstrate a significantly higher level of ability than most children of the same age in one or more of the statutory curriculum areas, other than art, music and PE, i.e. very academically able children.

Identification

How are the More Able students identified?

- BGS uses a wide range of data to identify students in each cohort and ensures that regular amendments are made to ensure that the school's Casual Admissions/Managed Moves are accurately identified.
- At the end of KS2 More Able students will in most cases be working at a Level 5 or above in English or Maths. With the recent changes to the KS2 assessment, More Able students will be those who achieve significantly above national averages (100) in the new examinations for reading or mathematics, also students identified as writing at greater depth. We will be using as an initial guide >110 for categorising More Able children. We never just use KS2 scores, and we constantly look for signs of More Able.
- For those on new SATS (2016 onwards) we will also use Literacy and Numeracy tests as a determining factor with a key factor being a NPR of 90 and above, as this gives a better picture of retained knowledge of the student. In addition to this we will also use KS2/KS3 transition data, reading ages and reports from students' primary schools.
- For those on old SATS (2015 and before) we will also use CATS (SAS 107 or above), KS2/KS3 transition data, reading ages and reports from students' primary schools.



- From Year 7, internal progress and achievement data (flight paths) and reports will be utilised to update and monitor the register.
- At Key Stage 5, students will also be assessed by GCSE results and other comparable qualifications.

How are the students with Exceptional Potential identified?

- Each department (apart from English and maths) has developed their own performance indicators and will use these to identify students who have exceptional potential in their specific subject area. (These indicators can be found in Appendix Two)

Review:

- The identification of More Able students will be reviewed officially by the More Able Champions (MACs) alongside SLT (Senior Leadership Team) links and Subject Leaders (SLs) during October, of the first half-term of the school year.
- Following the first identification, the MACs will consult with the SLs and teachers in January, to ensure the identification remains accurate. In the academic year 2017/2018 this will be in June 2018, in line with the school self-review of More Able provision.
- Outside of the official reviews, SLs should consult with the MACs whenever necessary about students who require reassessment.

Provision

How will Bingley Grammar School ensure that all members of the school community enable the More Able to fulfil or exceed their potential?

All of the school's More Able students are expected to achieve the English Baccalaureate (EBAC). In addition to their full entitlement to the National Curriculum, students identified by the MACs and within the classroom by their teachers will be given access to curriculum extension and enrichment within and outside the classroom.

An effective classroom environment will deliver pace, breadth and depth in teaching and learning and challenge through differentiation by content, resources, learning process and outcomes.

The identified students will normally work within their peer cohort, but specific opportunities will be provided for them to allow extra challenge to take place and to develop independent learning and problem-solving abilities.

Extra-curricular provision for the More Able is researched and offered by the MACs, SLs, and individual classroom teachers. All events and trips will be logged by the MACs.

BGS recognises that every member of the school community is responsible for ensuring the school's More Able students achieve their full potential. The MACs distribute general guidelines to departments and are responsible for providing regular updates on the best provision possible.



Supra-Curricular Provision

Supra-curricular provision is any form of academic enrichment that allows students to work outside of the normal curriculum-defined boundaries. MACs are responsible for co-ordinating regular opportunities for the More Able to access this. Teachers are responsible for providing subject specific opportunities in this area.

Some of the supra-curricular opportunities on offer at BGS include:

- The Brilliant Club
- Futures programme (Y12)
- Russell Group mentoring

Staff roles

The SLT link with responsibility for overseeing the More Able will work with others to ensure that:

- At each progress cycle data capture, the relevant member of SLT for the key stage will use the data to monitor the More Able cohort's progress and achievement for trends and where necessary implement interventions, whether for individual students or departments
- Through working with all staff that the school creates an environment where success, aspiration and achievement are valued
- Pedagogy across the school allows all students to achieve to the best of their ability
- The MACs and all staff are fully trained and equipped to provide top quality outcomes for More Able students.
- Funding is used efficiently to support the More Able students, both within the core curriculum and in extra-curricular provision.

Subject Leaders and Key Stage TLR (Teaching and Learning Responsibility) holders are responsible for, and can delegate where necessary to:

- Establish and then review the indicators for students classed as having exceptional potential
- Establish the role of a teacher who will champion the More Able students within their subject area, this can be the SL or Key Stage TLR holder
- Maintain within their departments the level of knowledge, skills and understanding at an appropriate level of expertise and scholarship to teach More Able students
- At KS3, monitor the progression maps, ensuring that the More Able students are catered for
- At KS4, monitor the GCSE courses, ensuring that the More Able are achieving 7 to 9 grades or A* - A.
- At KS5, monitor the A Level courses, ensuring that the More Able are achieving A* - B grades
- Ensure that teaching strategies for More Able students are incorporated into every scheme of learning and lesson plan and that a portfolio of



high ability, subject-specific resources are available. These should include, but are not limited to: extension and enrichment tasks; opportunities to utilise higher order thinking skills; opportunities to develop student independence and organisation; opportunities for students to evaluate their own work and set their own targets

- Work with their department sharing the good work undertaken by their team and consider how ideas used in other areas could be developed
- Work with their department in developing a portfolio of high ability work to demonstrate to new and/or inexperienced staff and external observers what is deemed high quality work
- Collate a portfolio of aspirational examples of high ability student work and share with departmental colleagues and students as appropriate
- Support the MACs in identifying More Able underachievers in their subject area and put in place suitable interventions that result in their students improving their motivation and outcomes

The MACs are responsible for:

- Championing the special needs of More Able students and ensuring that they are met
- Developing strategies for the improvement of More Able provision in consultation with the Head teacher, SLT, governors and staff
- Maintaining a regularly reviewed register of More Able students and students with Exceptional Potential
- Working with Department/Faculty representatives and SL to ensure that the best practice is shared across the school so that personalised resources, tasks and activities are consistently provided for the More Able
- Ensuring that there is widespread awareness of relevant current thinking on educating the More Able, through training sessions and direct contact with departments
- Disseminating suitable academic literature to teachers and providing advice and support where necessary
- Monitoring More Able students and ensuring effective and consistent tracking across the school in partnership with subject and pastoral leaders and SLT link with personalised targets set where necessary
- Identifying and addressing the needs of underachieving or disaffected More Able students and meeting with their teachers to discuss viable strategies and to suggest and where necessary organise measures to address under-achievement in the More Able cohort
- Working with SLT to identify and provide necessary CPD to staff to effectively meet the needs of their More Able students, in particular for new and inexperienced staff as part of in-school training programmes (to include Schools Direct/NQT training/Teach First)
- Working with pastoral leaders to raise aspirations of students and ensure that the More Able students have suitable opportunities to learn about and prepare for appropriate higher education provision and pathways



- Providing a link between More Able students and outside agencies to enrich their educational experience
- Communicating with parents, staff and governors about the opportunities available for More Able students, for example through email updates, the bulletin and briefings
- Advising parents of More Able students on supporting their children, including organising parents' forums and contacting them directly when More Able students are identified
- Communicating regularly with More Able students

HOY and Form tutors are responsible for:

- Ensuring they are aware of who has been termed More Able in their respective year and tutor groups, and in which subject areas
- Ensuring all More Able students are actively involved in school life and should encourage the More Able to participate in the various opportunities on offer, such as competitions, extra-curricular clubs, trips, and activities and responsibilities that will enrich the provision of More Able students
- Raising with the MACs any concerns over the progress or attitude of the More Able students in their year and tutor group

Classroom teachers are responsible for:

- Highlighting the formally identified More Able and students with Exceptional Potential on their class lists and seating plans. It is essential that all teachers are aware of the More Able students in their class and why they have been identified as such
- Monitoring the progression maps and GCSE grading, notifying SLs if there is under achievement
- Identifying the relative highest achievers in all sets as part of their differentiation of teaching and providing suitable extension activities
- Providing students with activities that stretch, deepen and accelerate the learning of More Able students
- Ensuring the More Able are challenged and therefore motivated to reach their full potential and not settle for the class average
- Supporting the More Able students through the setting of alternative homework and by giving them frequent access to past exam papers and more detailed textbooks/literature, as differentiation and early GCSE or A level practice
- Encouraging More Able students to take part in relevant extra-curricular and academic after-school activities and organising them where possible
- Providing feedback to the MACs (and parents when necessary) on students who are performing above expectations or underachieving
- Liaising with the MACs to discuss potential strategies when required
- Assisting in the identification of More Able students throughout the year and annually when requested



The Governors are responsible for:

- Monitoring that all learners' needs are met and that no minority needs are overlooked by regularly discussing the performance of the More Able with the SLT.
- Being aware of the details of provision for the More Able and their achievements.

Working with Parents and Carers

All staff will work closely with parents and carers to ensure that students identified as More Able achieve their potential because BGS believes that empowering parents and carers leads to better outcomes for students. This will involve communicating with parents and carers of More Able students on a regular basis and providing parents with better information and access to appropriate support and advice.

Monitoring and Review

How will the progress and achievements of the More Able be regularly and accurately assessed?

The effectiveness of the school's provision for its More Able cohort is ultimately measured by outcomes in terms of value-added and by pure academic results at GCSE and A level.

After every Data input, SLs are provided with detailed analysis of key groups, e.g. More Able, PP. SLs are also expected to use SISRA/4Matrix to identify key groups and track their progress.

Student progress is tracked and assessed in consultation with the pastoral teams and SLs through meeting with SLT responsible for key stages. Students are also tracked via progress reports and the school's regular data captures as part of whole-year progress reviews. The More Able students are assessed against both their school cohort and their national cohort to ensure they can apply for competitive universities and courses. Interventions targeted purely for the More Able are put in place by curriculum leaders and subsequently analysed for impact using measures such as outcomes, student voice, parent and carer voice.

Having utilised the data, class teachers who are concerned their More Able students are underachieving will contact their SL who will meet with the teacher to discuss future strategies with the students concerned to put the necessary interventions in place.

As part of the school's regular reporting on student achievement, reports on the achievement of the More Able will be produced for the Governing Body.



Originator: *Matt Atkinson/Alex Dean*
Link Governor: *David Mann*
Ratified by: *Full Governors*
Date of Review: *November 2017*
Next Review Due: *November 2018*

Appendix One

Acronyms

MAC: More Able Champion
SL: Subject Leader
SLT: Senior Leadership Team
HOY: Head of Year
EBAC: English Baccalaureate
SLT: Senior Leadership Team
FGB: Full Governing Body
NQT: Newly Qualified Teacher
PP: Pupil Premium

SLT Leads

Key Stage 3 David Foster
Key Stage 4 David Ashley
Key Stage 5 Simon Greening



Appendix Two

Exceptional Potential Indicators by Subject

Art

Students will:

- Be highly fluent in practical skills that are beyond the peer group
- Have a deep understanding of the merits of different art cultures and practice
- Have the ability to express ideas maturely using key subject specific language
- Use art and drawing creatively to work through solutions and express thoughts
- Regularly and purposefully bring high quality work without prompting
- Be willing to explore, experiment and take risks with personal responses that go beyond the requirements of the lesson

Design & Technology

Students will:

- Be able to problem solve and produce an alternative design outcome
- Be spatially aware and can visualize the internal workings of a product
- Process information and adapt the design before making takes place
- See a product before it exists from various viewpoints
- Be able to sequence the step by step process and know what to do from lesson to lesson
- Be able to extend the creative process to produce a highly personalised response

Food & Nutrition

Students will:

- Have a creative, confident and individual flair for cookery
- Have a high ability to plan in detail and be prepared for possible challenges.
- Have a good understanding of food, their high ability and stretch themselves beyond the peer group ability
- Show a level of initiative and intuition in knowing what are the next steps to take in practical lessons without needing teacher direction or reassurance
- Be willing to take risks and make connections with other elements of the course

Music



Students will:

- Progress significantly faster than pupils of a similar age or experience
- Be captivated by sound and engage fully with music
- Find it difficult not to respond physically to music
- Show a remarkable aptitude for age in pitch discrimination or rhythmic awareness
- Demonstrate an exceptional musical memory or aural awareness, being able to repeat more complex rhythmical and melodic phrases, sometimes after hearing them only once
- Show a need to create music and may have strong preferences about the details
- Demonstrate a particular aptitude for performance to an audience with a natural awareness of the musical phrase
- Have an innate understanding of structure or harmony in music which is reflected in performance
- Have an inclination to practise and /or play at every opportunity (over a significant amount of time)
- Be exceptionally suited to the instrument being learned e.g. making a sound way beyond expectations for age and stage
- Demonstrate the ability to communicate through music, by singing confidently and with musical expression

MFL

Students will:

- Listening – Have a strong understanding of material from a range of sources spoken at a near normal speed and containing unfamiliar language. Students can summarise, report and explain extracts
- Speaking – Demonstrate very accurate pronunciation and intonation. Students can improvise and answer unpredicted questions. They can also formulate questions
- Reading – Demonstrate a strong understanding of material from a range of sources containing detailed and unfamiliar language. Students can summarise, report and explain extracts
- Writing - Be able to write about fictional and non-fictional subjects using appropriate language. They need to have an excellent grasp of grammar and be able to apply / adapt this independently to new situations. They also must show willingness to adapt previously acquired language

English

Students will:

- Grasp the meanings of texts of various types with ease and little guidance
- Need less prompting to analyse the effects of structure, language and form of a literary text
- Use skills of inference, deduction, skimming and scanning innately



- Read a range of challenging texts (both fiction and non-fiction) widely and confidently
- Read willingly outside of the classroom
- Ask questions of texts and their meanings
- Interpret texts in a genuinely original way
- Understand and investigate queries and context – literary or otherwise – of the subject through wider reading
- Produce controlled and well-formed pieces of writing that consciously vary sentences, narrative voice, language choice and structure for a desired effect
- Have a grasp of vocabulary and grammar which enhances written communication for a variety of purposes
- Often produce exceptional pieces of creative writing
- Often excel in group work activities – taking on a leading role, responding to and building on the contributions of others
- Often make confident public speakers who can hold their audience through variety in voice, gesture, topic and so forth

Drama

Students will:

- Experiment and use a wide range of dramatic techniques without being prompted
- Demonstrate imagination and considered justification when interpreting a range of texts
- Combine sound and silence, movement and stillness, light and darkness to create a powerful piece of theatre
- Make connections between their own work and wider theatre traditions
- Show initiative in seeking information about their drama work from a range of sources, such as the Internet
- Recognise and articulate strengths and weaknesses in a piece of work, suggesting areas for improvement
- Will go and see, and take influence from, live theatre, using ideas in their own work
- Will consider the impact of the whole piece, not just their own role(s) and know when to make changes in the work

Mathematics

Students will:

- Show confidence, being able to solve difficult problems, through trial and error, without fear of failure
- Gain consistently high marks in tests
- Work naturally with unknown quantities; in other words, show innate ability with algebra
- Gain a silver or gold certificate in a UK Maths Challenge which shows higher order thinking skills in Mathematics
- Be able to solve lateral thinking problems



- Show evidence in work that they are "thinking outside the box", either in their articulation of answers, or their working out for a question
- Use a method which has not been taught showing intrinsic knowledge or good problem solving skills
- Answer questions demonstrating an ability to apply their knowledge and understanding to new or unfamiliar contexts (evidenced through their books and via teacher recommendation)

ICT

Students will be able to:

- Develop an understanding of software through investigation where judgements can be made to select the appropriate software for a specific task.
- To manage, program & update hardware for a range of uses.
- Show a high level of initiative and independence to solve problems
- Be actively involved or take part in the use of computing software in an extra-curricular context either at home or a social club.
- Show a willingness to take risks and experiment with different functions and variables within software
- Be able to make links and connections between the use of ICT and the wider world.

Business Studies

Students will:

- Seek to independently further their understanding and knowledge of the subject
- Ask questions beyond the normal teaching and be highly curious
- Be able to analyse data and make informed decisions about business
- Demonstrate an ability to apply and evaluate their business knowledge to the business environment outside the classroom
-

Geography

Students will:

- Ask questions beyond the normal teaching and will be highly curious
- Be able to make links and connections – be able to see the big picture
- Be able to analyse & evaluate data and knowledge
- Be able to manipulate information
- Be able to articulate their thoughts and opinions effectively using specialist subject vocabulary

History

Students will:

- Ask questions beyond the normal teaching and will be highly curious
- Be able to construct abstractions and draw inferences
- Be able to manipulate information
- Be able to make links and connections – be able to see the big picture



- Be able to articulate arguments in a fluid, clear and coherent manner
- Be able to construct analytical points and apply specific and detailed own knowledge to support these
- Be able to reflect on the significance of provenance
- Be able to recognise that evidence is a product of its context

Psychology

Students will:

- Ask questions beyond the normal teaching and will be highly curious
- Be able to make links and connections – be able to see the big picture. They will confidently draw comparisons between different psychological perspectives and between different research methods
- Provide analysis which displays a critical understanding of differing explanations for psychological phenomena and recognition of the consequences of those explanations in real life applications
- Communicate clear, structured and sustained arguments and explanations, making excellent use of appropriate psychological and scientific terminology
- Demonstrate an extensive knowledge of psychology beyond the specification at A level

Sociology

Students will:

- Ask questions beyond the normal teaching and will be highly curious
- Have some wild and silly ideas but will reveal strong feelings and opinions
- Be able to construct abstractions and draw inference
- Be able to manipulate information
- Be able to make links and connections – be able to see the big picture
- Be a good guesser and a risk taker

Science

Students will:

- Show intense interest in one particular area of science (such as astrophysics), to the exclusion of other topics
- Have scientific hobbies and/or be members of scientific clubs and societies
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
- Readily identify hazards and the need for a risk assessment
- Analyse data or observations and spot patterns easily
- Read widely, particularly science or science fiction
- Ask many questions, suggesting that they are willing to hypothesise and speculate
- Decide quickly how to investigate fairly and manipulate variables
- Think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations. For example, Key Stage 3 pupils may be willing to apply abstract ideas in new situations; Key



Stage 4 pupils may be able to use higher-order mathematical skills such as proportionality, ratio and equilibrium with some complex abstract ideas when offering explanations

Physical Education

Students will:

- Demonstrate a high level of competence and performance in one or more sports
- Shows precision and fluency in executing movements with high levels of co-ordination and balance
- Demonstrate the ability to evaluate their own performance effectively
- Show high levels of motivation, commitment and focus when working both individually and in a team
- Play a definitive high standard in a particular sport/activity recognised by playing for a particular club or representing city/ region/ county/ national/ international level
- Coach / officiate at a club or particular standard with recognised coaching/officiating qualifications

RE

Students will:

- Have developed empathy skills
- Have an excellent ability to interpret, analyse and explain.
- Have an excellent ability to evaluate their views about religion.
- Have an aptitude in critically analysing religious texts
- Have a high level of verbal-linguistic intelligence when communicating their knowledge and understanding

Appendix 3

Criteria for the identification of More Able students at Bingley Grammar School (position as of November 2017)

Year	Exam Year	Key Stage 2	Method	Number of Students
7	2022	Scales (80-120)	Reading and Mathematics at or above 110	37
8	2021	Scales (80-120)	Reading and Mathematics at or above 110	15*
9	2020	Levels	Reading and Mathematics at or above 5b	33



10	2019	Levels	Reading and Mathematics at or above 5b	32
11	2018	Levels	Reading and Mathematics at or above 5b	46

*Currently under review to re-set threshold score for this year group due to a poorer performance in the first year of KS2 revised SATs

