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## Policy for More Able Pupils

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#### 1. Aims

1.1 Swanlea School is committed to providing an environment which enables all pupils to achieve excellence. We believe that the development of high entry/more able pupils will enrich and extend the learning of all pupils within the school.

We need to ensure that we are:

- Providing challenging learning opportunities both in and out of lessons
- Supporting the achievement ethos throughout the school for the benefit of all pupils
- Encouraging all pupils to aspire to be the best that they can be
- Providing the necessary support and guidance to enable pupils to achieve excellence.

#### 2. Definitions

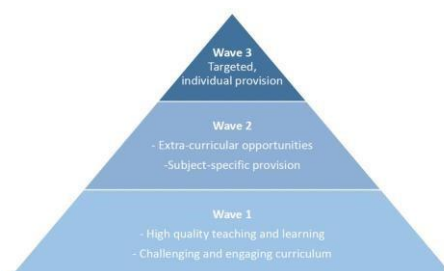
2.1 At Swanlea School a student who sat the legacy KS2 tests and who have an average point score of 29.9 are classified as high entry / more able. For students who have sat the reformed KS2 assessments, any student that has scored 107 or above are classified as high entry/more able.

#### 3. Identification

3.1 Students are identified as high entry/more able based upon their KS2 test results. If a student does not have KS2 data then this will be tested on entry.

#### 4. Our approach to high entry/ more able students

4.1 Swanlea School uses a three-wave system regarding our provision for high entry/more able students:



Reviewed: Paul Gardner and Marie Egwuma – Jun 2018

Approved: SLT & Curriculum

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## 4.2 Wave 1

All students are exposed to high-quality teaching and learning which:

- is pitched at a challenging and demanding level (and is differentiated to meet the needs of all students)
- offers opportunities to develop a deep and complex understanding of different topics
  - encourages students to foster an independent approach to knowledge acquisition
- develops an ability to apply new knowledge rather than simply acquire it.

Our curriculum is designed to be challenging and demanding from KS3 in order to foster the necessary knowledge and skills for students to attain the highest grades at GCSE level.

## 4.3 Wave 2

- High entry/more able students have compulsory Period 7 sessions as well as additional weekend and holiday sessions.
- High entry/more able students who are underachieving in a particular subject will be offered additional support by their subject teachers. This may take the form of supplementary resources, specific teaching strategies or additional classes.
- Each DLCo runs a bespoke programme of extra-curricular activities for high entry/more able students. These include the Brilliant Club; Oxbridge and Russell Group university trips.

## 4.4 Wave 3

Swanlea School offers targeted, individual provision for:

- High entry/more able students who are significantly underachieving in the majority of their subjects (in the form of student intervention plans, additional classes, mentoring and parental communication).

## 5. In-School Provision

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- 5.1 **Pupil Grouping:** All forms of pupil grouping should be considered by faculties including: mixed ability, grouping by ability and fast tracking. All core subjects should be set at both KS3 and KS4. There must be flexibility within and between these sets.
- 5.2 **Differentiation (extension work):** All faculties should ensure that SoL and lesson plans are differentiated and have extension activities to stretch more able pupils. High entry/more able pupils need to be given tasks that use higher thinking techniques that will extend them. All SoL should have a section on differentiation and a section identifying extension activities for the high entry/more able pupils.
- 5.3 **Differentiated Homework:** Homework needs to be differentiated; high entry/more able students need to be set quality extension activities that stretch them.
- 5.4 **Enrichment/Out of School Activities:** There is a comprehensive enrichment programme aimed at supporting high entry/more able pupils (see Teaching & Learning Programme). All staff are encouraged to offer enrichment activities specifically for more able pupils.
- 5.5 **Performance Indicators:**
- Students achieve their targets.
  - Students have improved; self-esteem, self-confidence, motivation, assertiveness and are more confident when speaking in public by participation within a wider audience.
  - High entry/more able students are set SMART targets at IAP Day / following School Reports.
  - Evidence at work reviews that high entry/more able pupils have been given extension activities and that they are attending extra-curricular activities.
  - High entry/more able students attend residential trips/activities.
  - Evidence that students have had the opportunity to develop advanced social skills i.e. Student Leaders, school council and Head Boy / Girl.

## 6. Students

- 6.1 Students who have been identified as being high entry/more able will be informed that they have been identified as having the potential to achieve excellence in Swanlea School. They will be offered extra provision and support to help them achieve excellence in some or all of their subjects.

## 7. Parents/Carers

- 8.1 Parents/carers are invited in for two workshops to support their child's achievement. In addition, at KS4 subject evening, parents/carers meet with the leadership team to discuss

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their child's report and targets set by class teachers. They also meet with the LCo and leadership team at parents' information evening to discuss practical strategies they can use at home to support high entry/more able students.

## 8. Staff

### 8.1 Teaching staff should:

- identify the high entry/more able students in their classes
- plan and deliver high quality teaching which allows high entry/more able students to meet their potential
- implement the school's recommended strategies
- demonstrate how lessons are catering for high entry/more able students
- implement strategies and offer support for high entry/more able students who are underachieving in their subject
- commit to professional development with regard to high entry/more able students (e.g. attending CPD sessions and developing own subject knowledge)

## 9. Staff Development

9.1 Staff are encouraged to apply for relevant professional development that will have a direct effect in supporting the high entry/more able pupils within the school.

9.2 Funding is available for staff to attend relevant professional development or offer training to colleagues in school.

## 10. Monitoring and Evaluation

10.1 Monitoring will take place as part of the normal school monitoring procedures i.e. termly work reviews.

10.2 High entry/more able students are interviewed and discussed at RAP meetings and a programme is developed for them to raise their achievement.

10.3 Monitoring is an intrinsic part of faculty monitoring by data analysis, lesson observation, book looks and pupil survey.

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