



More Able Students Guidance

As agreed by The Governing Body, the Senior Leadership Team of Felpham Community College adopted the More Able Students guidance on 22 November 2023.

Rationale:

Felpham Community College strives to provide a broad and balanced curriculum. We work to secure an aspirational environment in which each student is supported and challenged to maximise their potential.

Alongside the recognition of 'talented' students across practical subjects, we use end of KS2 data, teacher feedback and tracking points to identify our 'more able'. Whilst there is no national definition for 'more able' children, it is thought that they tend to display a mixture of many of the following characteristics:

- The ability to learn quickly
- A rich vocabulary
- A long attention span
- Showing compassion, and moral sensitivity
- Keen observers and a vivid imagination
- Questioning authority

All members of staff share responsibility for ensuring that our 'more able' are effectively challenged, stretched and developed.

Aims:

- To identify 'more able' students on entry to and throughout school
- To provide a stimulating and challenging curriculum for all students
- To ensure that quality teaching facilitates progress of all students
- To provide opportunities that enrich, extend and challenge 'more able' students
- To ensure that 'more able' students develop the skills that will underpin their success in the future. These should include critical thinking, presentation and leadership skills.

Governors will:

- Review the 'more able' guidance on a biannual basis
- Ensure that the achievement of the 'more able' is written into the SIP (more able are referred to as HPA in SIP)

The Senior Leadership Team will:

- Plan strategically to improve the progress made by 'more able' students, ensuring this is a key component of the SIP
- Monitor the progress of 'more able' students across all Key Stages, ensuring timely intervention takes place, as appropriate
- Ensure staff receive appropriate training and guidance to plan and differentiate for 'more able' students
- Develop effective strategies for engaging and supporting the parents and carers of 'more able' students

Curriculum and Subject Leaders will:

- Monitor the progress of 'more able' students in their curriculum and subject areas, directing intervention as appropriate and liaising with SLT, YLs and parents/ carers where necessary
- Ensure all Schemes of Work are updated to ensure appropriate rigour of stretch and challenge across the curriculum
- Monitor that staff in their subject areas are demanding high standards from all students
- Take an active part in providing extra-curricular for KS3 students to encourage and extend their knowledge, skills and understanding within the school curriculum
- Take an active part to ensure provision at KS4 and KS5 enable students the opportunity to extend, challenge and support their understanding is available and career orientated

Teaching staff will:

- Ensure 'more able' students at KS4 and KS5 are identified and monitored regularly – providing opportunities for students to discuss and extend their thinking
- Ensure they know who the 'more able' are in their classes, and use available data to plan and deliver lessons/interventions that target the needs of the 'more able' students in their groups
- Ensure they use the metalanguage appropriate for 'more able' students within their subject area, encouraging conceptualised responses and providing opportunities for wider reading
- Recognise and celebrate 'more able' students' success

Year Leaders and Tutors:

- Monitor the progress of their 'more able' students
- Liaise with curriculum and subject leaders to review and secure appropriate support for 'more able' students who are identified as underachieving

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's talents and abilities to the full.