

WOODBIDGE HIGH SCHOOL

Provision for More Able and Talented Students Policy

Woodbridge is committed to providing the best educational experience for all of its students. A key objective is to include stretch, challenge and student leadership within that provision for those students who are identified as More Able and Talented. Excellence is encouraged from all students and opportunities to excel are provided for each student. As such, the school seeks to provide the same extra-curricular provision for students with high aspirations as for those with high academic ability. Therefore at Woodbridge, 'More Able and Talented Students' will be known as 'Higher Aspiring Pupils' (HAP).

Aims and Overview

The ethos of Woodbridge nurtures More Able and Talented students who are encouraged to display their ability. All staff are to be aware of their role in the identification of More Able and Talented students and their responsibility in making the curriculum sufficiently challenging. Emphasis is placed on identifying, providing for, and monitoring More Able and Talented students as they enter Woodbridge in Year 7. The processes are continued throughout Key Stage 3 and then into Key Stage 4 and beyond into the sixth form.

Definition and Identification

A comprehensive school such as Woodbridge would typically have between 10-15% of its students defined as 'More Able and Talented', based on raw ability measures. To ensure that a wide range of measures are used to identify potential, Woodbridge identifies 'More Able and Talented' as follows:

- Students with a high Cognitive Ability score (typically 115+)
- Students with higher prior attainment in primary school (typically 5.7+)
- Students whose primary schools have identified them as More Able and Talented
- Students in the 6th Form with high GCSE attainment, typically between 7.0 and 8.0 in the GCSE score bands, meaning that their aspirational target grade is an A
- Students who perform strongly in end of year exams
- Reading and spelling ages, if tested.
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In addition, to recognise that aspiration, determination and resilience also contribute to academic success and to give students an opportunity to participate if they wish to, we also include:

- Students who identify themselves as more aspirational and able, via the process of application

In lesson provision

Everyone in school has a responsibility to recognise and value students' abilities. We are aware that more able pupils are not always easier to reach than other pupils. All benefit from their experience of the 'More Less First Finest' approach to learning, which is widely applied at Woodbridge. This means that:

- More challenge over time can be provided in terms of complexity and quantity of resources that a student is asked to process. This builds the knowledge and cultural capital that our students need.
- Less support over time from teachers, leads to greater independence.
- More able students routinely go first, leading others and answering the big open questions, challenging any peer pressure to under-achieve.
- Finest outcomes are modelled and expected by teachers, showing students how to get to the next Key Stage of learning.

In any lesson, students can be asked to tackle open-ended tasks, make links and provide evidence to support their ideas.

Provision

Teaching staff are trained to provide opportunities for all students identified as more able and talented to aim for the top grades by the end of year 11. They will have high expectations of all students. Staff will recognise the diversity of learning styles of the students within their classes.

Effective formative and summative assessment of student performance is made on a regular basis to support identification of More Able and Talented students.

Assessment data is published for each teaching group at the start of each year. This is to enable class teachers to set academic targets for students and to inform seating and grouping arrangements. Students are coded on this data if they have been identified using the criteria above, or if they applied to be considered as More Able and Talented.

Schemes of work include specific enrichment materials and ideas to optimise the progress of all students. Course material for all qualifications is differentiated to maximise the challenge for all students. Grade 8/9 or A* criteria and exemplar work are widely displayed and routinely used as a possible achievable goal for many students.

Extra-Curricular Provision

Students must apply to take part in the extra-curricular programme for HAP. Successful applicants who have applied for programme are invited to a series of period 6 lessons. Programmes may vary each year. In 2018-9, the various strands of the programme include:

- Attributes sought after by employers (Leadership, Organisation, Resilience, Initiative and Communication)
- Research skills (Higher Project Qualification)
- Oracy and debating
- Securing top grades, future career pathways and higher education opportunities.

Monitoring

The Assistant Headteacher for More Able and Talented students is responsible for monitoring the identification of students. The provision for, and academic progress of, those students as they progress through the school is also monitored. Each Year Co-ordinator and departmental post-holder is also accountable for monitoring the progress of the most able students in their areas.

In addition, the teachers allocated to teach the extra period 6 lessons will also seek to maximise aspiration, student leadership and responsibility amongst the most able students.

A register of More Able and Talented students will be maintained by the Assistant Headteacher in dialogue with teachers and supported by each Year Co-ordinator / Pastoral Team and

departmental team. Accountability for keeping this register centrally updated lies with the Assistant Headteacher. Each department has its own checklist / policy for More Able and Talented students, which is consistent with this whole school policy.

More able students' progress continues to be monitored every year by the Assistant Headteacher. Where students are not meeting their expected progress, intervention programmes are put in place as appropriate. This may involve a small group workshop, individual guidance, inclusion briefings with teachers or further tailored opportunity.

Review

The LG member responsible for More Able and Talented will oversee the application of the Institutional Quality Standard in More Able and Talented Education criteria for purposes of school self review in relation to five areas: effective teaching and learning, enabling curriculum entitlement and choice, assessment for learning, school organisation and partnerships beyond the school.

This policy will be reviewed every three years by Woodbridge High School Governors' Curriculum Committee.

Approved by the Curriculum Committee on 13th November 2018.

Reviewer: Mr Graham Samuels, October 2018

Date of Next Review: Autumn 2021