



HOE VALLEY SCHOOL MORE ABLE POLICY

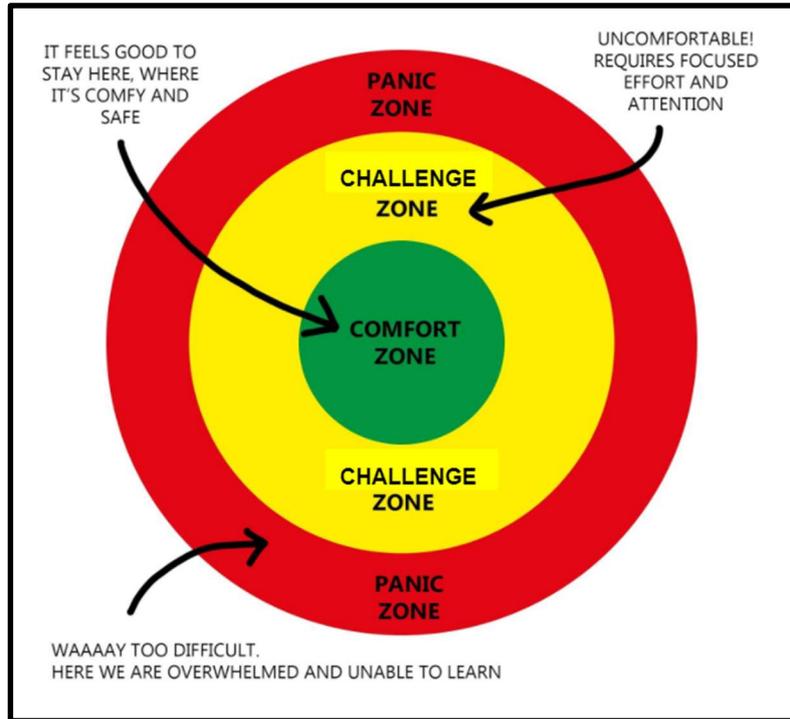
Person Responsible: Deputy Headteacher
Link Governor: Dr L van der Merwe
Date Adopted: September 2017
Date of last review: Autumn 2025
Date of next review: Autumn 2026

1. INTRODUCTION

The aims of this policy are to:

- Ensure all staff are aware of the definition of More Able and the subsets, High Attaining Pupil (HAP), Multiple Exceptionality and Exceptionally Able
- Ensure that leaders and teachers are aware of how the aforementioned subsets of students are identified and their role in the identification process
- Ensure all staff are aware of their role in securing a sweet spot of challenge for the high performers within and beyond the classroom for their subject
- Empower all staff in their own abilities to hold themselves to account regarding the attainment and progress of More Able students

All students are more likely to acquire long-term skills and knowledge if, within and beyond the classroom, they operate in their own “sweet spot of challenge” (or “challenge zone”, see graphic below). Learning is maximised when activities pitched to individual students are neither too easy nor so difficult that they become overwhelming.



At Hoe Valley, we recognise that some of our students have the potential to demonstrate high levels of performance in one or more subjects significantly beyond the average of their peers – these students are classified as “More Able”.

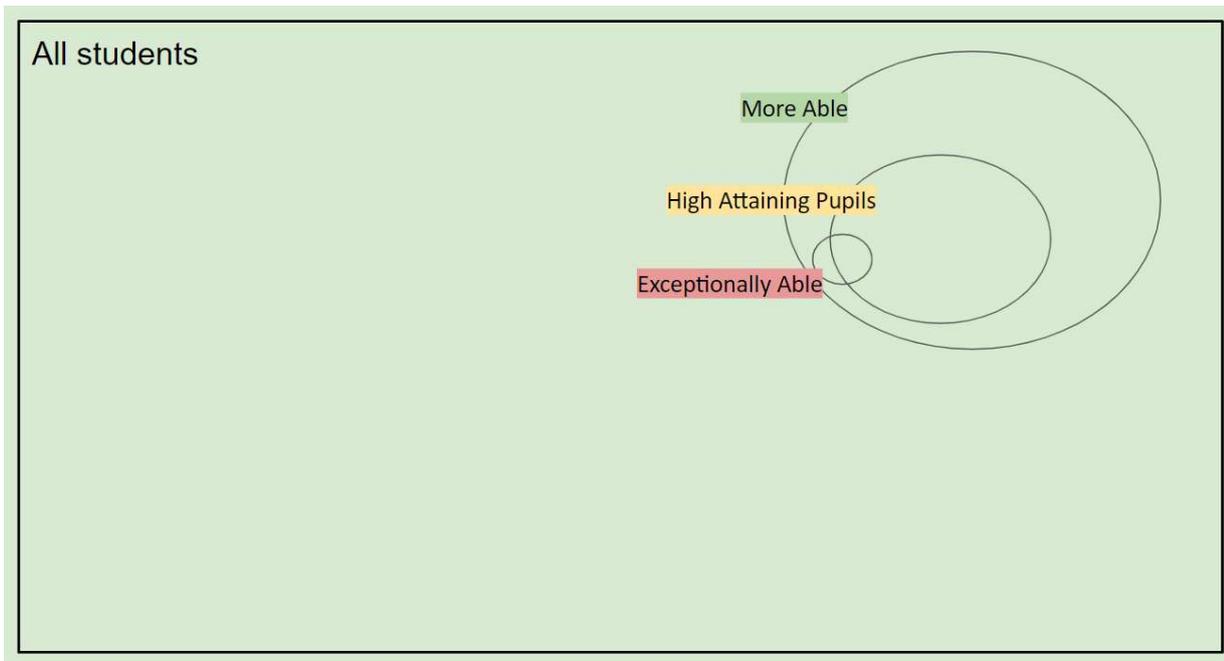
We also recognise that our More Able students will require carefully planned learning experiences, which allow them to operate within their elevated challenge zone, in order to achieve their outstanding potential. All staff have a responsibility to be aware of this cohort of More Able students and how they can meet their unique set of needs.

Finally, in planning for and meeting the needs of our More Able in the classroom, we can ensure that all students receive both a broad, deep and personalised curriculum, with necessary scaffolds in place.

2. IDENTIFICATION OF STUDENTS

Identification of More Able students enables staff to direct their attentions and planning in personalised ways to elevate the learning experience.

Both quantitative and qualitative data is used to identify the More Able and its subsets, as described in the Venn diagram and table below. The area covered by each domain is qualitatively significant in terms of the expected number of students.



More Able	Type of Data Used	Teacher(s) Responsible/involved
More Able	Quantitative and qualitative	All teaching staff
High attaining pupils	Quantitative Only	Assistant Head Teacher
Exceptionally Able	Quantitative and qualitative	Assistant Head Teacher and HoFs

Once identified, students will be placed on the More Able Register for reference and use by all staff. The More Able Register will be formulated during the Autumn term and finalised for use before the 1st Data Drop.

Teachers should attempt not to label students as HAPs or Exceptionally Able; students should have a growth mind-set and believe their abilities are never fixed and that there is always hard work still to be done. However, we recognise that as the provision for the More Able evolves at Hoe Valley School students on the More Able register will naturally become aware of this and may need to be deliberately made aware by their teachers.

High Attaining Pupils (HAPs)

The SLT lead responsible for leading on More Able will use the KS2 SAT scores in English and Maths to identify HAPs. HAPs are students whose data would suggest that they have the potential to excel in academic subjects. The HAPs list will be formalised within Autumn 1 for incoming year 7 and will remain static throughout their time at Hoe Valley. HAPs could represent 5-10% of any year group nationally.

HAP "Selection" Criteria

- A score 115 or more for KS2 Mathematics

And/or

- An average score of 115 or more for Reading and Writing (collectively their KS2 English)

Teacher Nominated More Able

HoFs, together with their faculty teams, will nominate students in each year group as More Able, using a range of quantitative and qualitative data at their discretion. Faculties will use the Autumn Term to review the More Able registers of Years 8 to 11, and determine their More Able in Year 7.

All Faculties are expected to have developed their own identification criteria, using the National Association for Able Children in Education (NACE) suggestions as a starting point. Additionally, students placed on the More Able register for academic subjects must be working at or have the potential to achieve a grade 9 in the final GCSE exam. These subject specific criteria will be appended to this policy as they are developed.

The teacher nominated aspect of the More Able register is fluid; students can move on and off a register as their abilities change and develop over their 5-7 years at Hoe Valley.

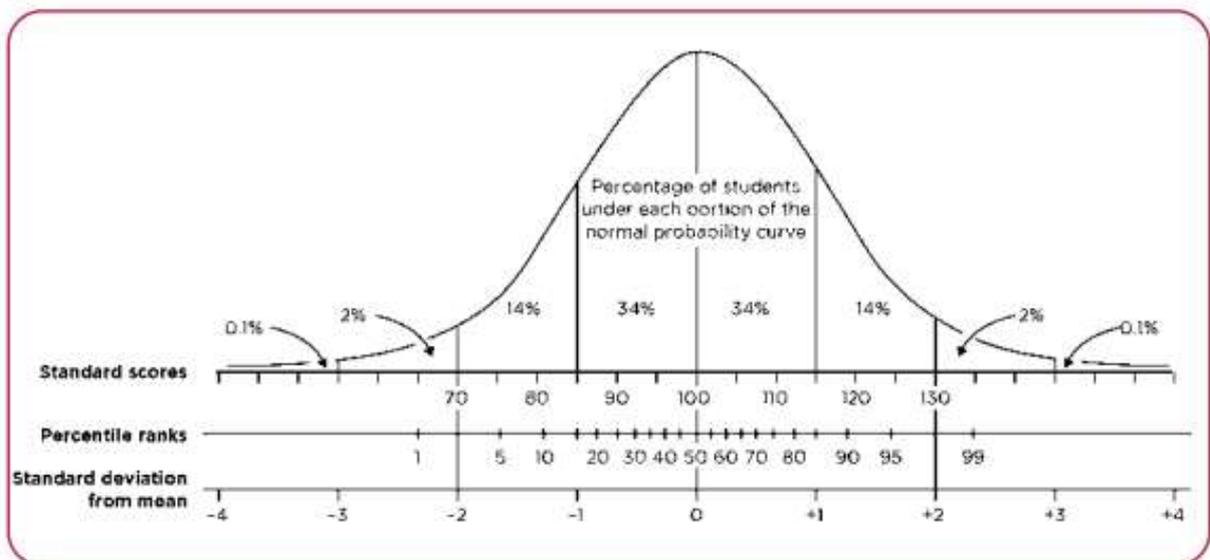
It is essential that Faculty areas identify students who excel in their subjects using their own criteria, where the KS2 SAT scores correlated with student performance do not match up, possibly due to the nature of their discipline.

Exceptionally Able

The National Strategies (2008) defined the exceptionally able as: "Learners who demonstrate or have the potential to demonstrate extremely high levels of ability compared to their peers across the entire population."

As with the "more able", the guidance also stated that the definition of "exceptionally able" must include learners who have as yet unrealised potential for exceptional ability. A quantitative measure which could be used as an indicator was proposed as "the top 2% nationally for one or more academic and talent areas."

At Hoe Valley, we will use the CAT4 SAS mean result of 130 as an indicator of who our Exceptionally Able are. All staff receive training on the designation of Exceptionally Able, are encouraged to ensure they are known and should plan for exceptionally challenging learning experiences, where appropriate. The normal distribution shown below maps student performance in terms of their CAT4 SAS mean results (assessments taken in Year 7 at Hoe Valley) against a national percentage.



3. PROVISION FOR THE MORE ABLE

In the classroom

Our More Able students are stretched and challenged primarily through quality teaching first; high quality teaching and learning on a day-to-day basis, which is actively planned with the needs of our More Able in mind, will have the greatest impact on the performance of our More Able.

Our staff receive significant training in meeting the needs of the More Able and ensuring all students experience a bespoke level of challenge in the classroom. Training includes, but is not limited to setting a climate of challenge, differentiation for challenge, questioning for challenge and challenging feedback.

Curriculum planning and delivery

The classroom experience can be further enhanced by considered curriculum planning which could include, but is not limited to, increasing the breadth of topics beyond the national curriculum, increasing the depth of topics above phase and regular interleaving of unrelated units. Furthermore, these subjects have been chosen for the express curriculum model as they are the only ones which remain tiered at GCSE level.

Extracurricular experiences

Although quality teaching first will have the most impact on student progress, we recognise that high quality extracurricular experiences tailored to our High Performing students can have a long lasting impact on their motivation and passion for a subject, inclusive of pursuing it to higher levels.

A minimum of one member of staff within each faculty will be designated, informally, as a High Performer Advocate with responsibility, in the first year of this policy, to plan and administrate an extracurricular learning experience for High Performing students in any year group.

In addition, a group of 14 High Attainers in Year 8 will be working with 'The Brilliant Club' during the first half of the academic year 2021-2022. These students will be enrolled on the Scholars

Programme which gives them a university style experience led by a PhD mentor, under the supervision of the SLT lead for High Performers. Students are selected for the Scholars Programme based on their designation as High Attainers and the potential lack of higher education experience in their home setting.

4. MONITORING MORE ABLE STUDENT PERFORMANCE

The More Able register will be formally recorded on Edulink. As with SEN, PP and LAC students, HoFs will be responsible for monitoring the attainment and progress of More Able students that align with their subjects. HoYs will be responsible for having an overview of the progress of the More Able across their year group. The SLT member responsible for attainment and progress will support HoFs and HoYs in providing access and analysis expertise to the termly data drops for these students.

Students that are determined to be underperforming, will be the subject of staff discussions and wave 1 intervention. HoFs and HoY can expect More Able students' attainment and progress to feature in line management meetings following a data drop.

5. QUALITY ASSURANCE

Provision for More Able students will be quality assured, quantitatively, through 3 yearly faculty learning walks. The quality of the lesson experience for More Able will be assessed through the personalisation aspect of the Hoe Valley 6 (see Teaching and Learning Policy). HoFs will be able to determine the level of quality using assessment criteria from the national teaching standards.

Additionally, the pupil experience will be qualitatively determined through pupil voice. Students will be submitted a "Challenge Survey" Google form at a mid-point in the year, which will then be used to develop the Hoe Valley High Performer policy in future years.

Finally, our provision for the More Able can be rubber stamped by comparison of our 9-7 GCSE attainment percentage to the national picture each year.