



HOE VALLEY SCHOOL MORE ABLE POLICY

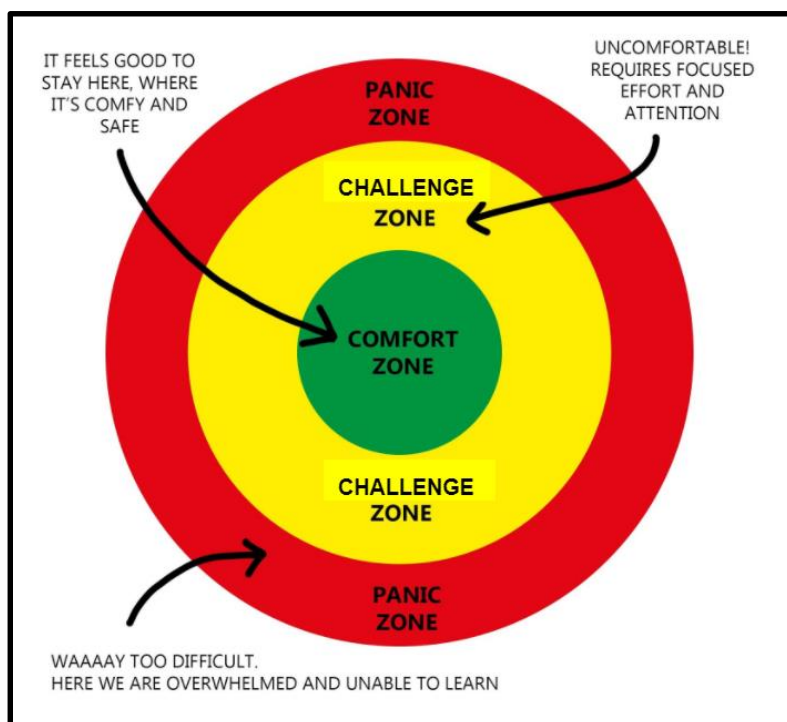
Person Responsible: Assistant Head Teacher
Date Adopted: September 2017
Date of last review: Autumn 2022
Date of next review: Autumn 2023

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), Gifted and Talented
- 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 High Performing 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.



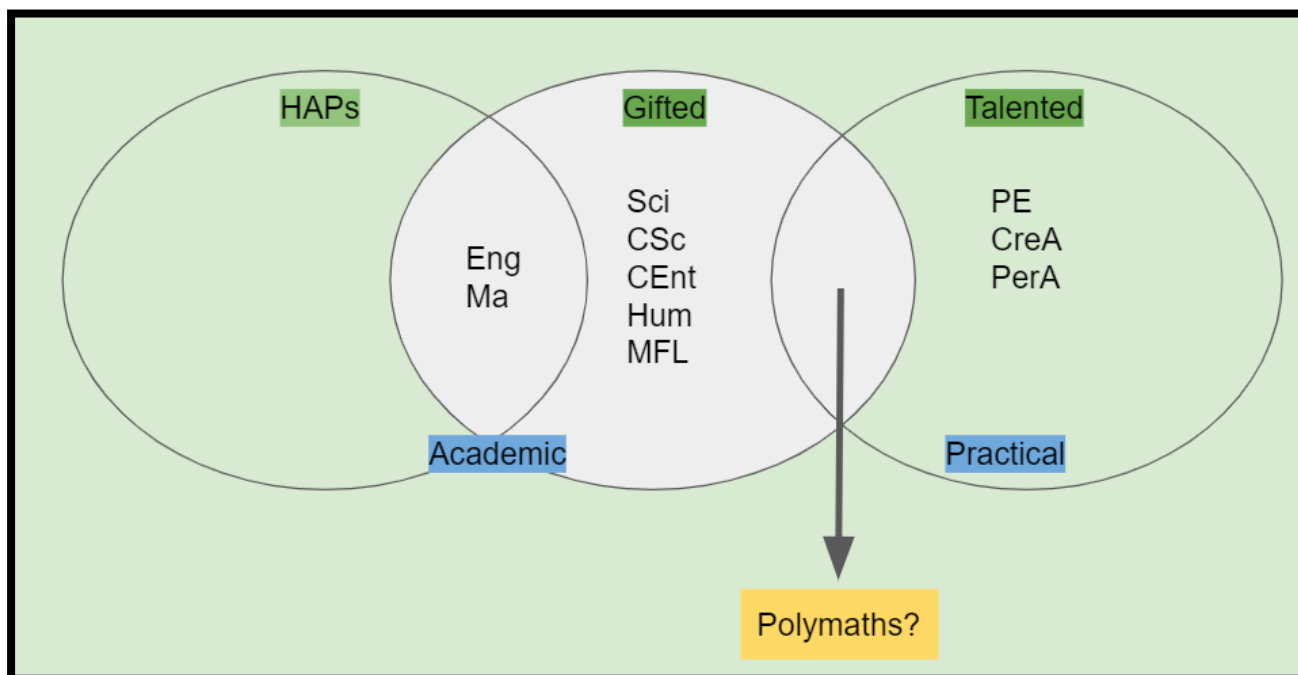
At Hoe Valley, we recognise that some of our students have the potential to excel in one or more subjects significantly beyond the average of their peers – these students are classified as “More Able”.

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.

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 to identify the three different subsets of More Able, as described in the Venn diagram and table below.



Subset of More Able	Type of Data Used	Teacher(s) Responsible/involved
HAPs	Quantitative Only	Assistant Head Teacher
Gifted	Quantitative and qualitative	HoFs and teachers of Academic Subjects
Talented	Quantitative and qualitative	HoFs and teachers of Practical Subjects

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 Gifted or Talented; 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 should normally form 10% of any year group.

HAP "Selection" Criteria

- A score 111 or more for KS2 Mathematics

And/or

- An average score of 111 or more for Reading and Writing (collectively their KS2 English)

Gifted and Talented

Gifted students are identified as those who demonstrate abilities significantly above peer average in academic subjects e.g. the EBacc subjects.

Talented students are identified as students who demonstrate abilities significantly above peer average in practical subjects e.g. PE, Arts and DT.

The Gifted and Talented subsets of the More Able designation enable Faculty areas to 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.

Gifted and Talented Selection Criteria

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

The Gifted and Talented registers are fluid; students can move on and off a register as their abilities change and develop over their 5-7 years at Hoe Valley.

3. PROVISION FOR THE MORE ABLE

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.

However, we also recognise the power of an inspirational one off event e.g. a trip or a visit from a guest speaker, which could have a long lasting impact on a More Able student's perception of a subject and their potential to follow it as a career path. All faculty areas are in the process of developing trips and visits for their More Able in each year group.

4. MONITORING HIGH PERFORMING STUDENT PERFORMANCE

The registers of the High Performing subsets will be formally recorded on SIMS. As with SEN, PP and LAC students, HoFs will be responsible for monitoring the attainment and progress of the subset of students that align with their subjects. HoYs will be responsible for having an overview of the progress of High Performers 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 High Performing students attainment and progress to feature in line management meetings following a data drop.

5. SUPPORTING HIGH PERFORMING STUDENT PERFORMANCE

In class

Quality teaching first is the mainstay of all personalisation at Hoe Valley School. The classroom experience that a high performing student receives weekly, will have more impact on their progress and reaching their advanced potential than any wave 3 intervention or any one off extracurricular experience.

Staff should use a range of strategies to move high performing students towards their sweet spot of challenge. This could include, but is not limited to, reduced scaffolds, differentiated tasks, peer teaching, exam questions above phase, differentiated questioning and metacognitive reflection.

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.

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 of 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 12 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 scholar's programme based on their designation as High Attainers and the potential lack of higher education experience in their home setting.

6. QUALITY ASSURANCE

Provision for High Performing students will be quality assured, quantitatively, through 3 yearly faculty learning walks. The quality of the lesson experience for High Performers 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.