



Wyvern
Academy
Enriching Lives, Inspiring Ambitions

More Able Policy

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1. Definition

This policy is for pupils who are academically more able and who have a particular talent within a given subject area. This was formally known as the Gifted and Talented register.

Recently there has been a move away from the term 'gifted and talented', with the idea that there is more 'room at the top' and that we must raise aspirations for those pupils with the potential to become the highest attainers. The Department for Education now use the term, 'Academically More Able Students'.

Learners in this group will be treated as a fixed group determined initially by prior academic attainment on entry to secondary school (through baseline data taken at the end of Year 6). Referred to in schools as 'high prior attainment', in recognition of the fact that those with the highest attainment on entry to secondary school may not remain the 'most able' throughout their time at school.

Regardless of terminology, at Wyvern Academy it is our duty to assess our pupils, know them as individuals and support them to achieve to the very best of their abilities.

2. Rationale

- To provide teaching that makes learning challenging, engaging and exciting which in turn will enable our pupils to reach their potential
- Staff at Wyvern Academy are committed to meeting the needs of the most able pupils
- The policy is a statement of the entitlement of children who are more able and the ways that this entitlement is met
- To help all our pupils develop their individual skills, talents and abilities in an intellectual, creative, emotional and social way.

3. Purpose

"Excellence in all that we do." The school's mission is to provide excellence for students, which in turn, allows for students to achieve excellence in their own lives. For academically more able students this requires the best possible provision in order to facilitate their success. Our vision includes a commitment that all more able students will leave Wyvern Academy with grades that are reflective of their prior attainment. Under the current GCSE framework this would include grades 9-7 and in vocational subjects we would expect to see students achieving 'Distinction' and 'Distinction*' grades. Successful provision for more able students will also provide them with opportunities to broaden their horizons through a rich personal development curriculum as well as a co-curricular and extra-curricular offer that inspires ambition. The best provision for the more able students will only be achieved if sought deliberately and promoted explicitly at all levels.

4. Aims

Wyvern Academy aims to meet the needs of the most academically able and talented children in each year group through a broad and fully coherent curriculum alongside a rich personal development programme. It will develop the ability and potential of these pupils and raise their aspirations and academic achievement by developing:

- The ability to learn independently
- The explicit development of oracy and debate skills
- Rich disciplinary knowledge (knowing more and remembering more)
- Intellectual curiosity
- Opportunities to develop specific talents
- Cultural and intellectual capital

5. Targets

In order to achieve the aims outlined in this policy, it will be essential that we continue to focus on providing excellence inside and outside the classroom. The following targets have been identified to ensure that Wyvern Academy continues to develop its provision for the most able pupils:

- To identify more able learners in all year groups and establish a register of academically more able learners.
- To monitor the progress of the academically most able across both key stages.
- Provide professional learning opportunities for staff in order to deepen the understanding of how to challenge all learners in the classroom.
- Provide opportunities for students to develop and extend their writing.
- To provide opportunities in the curriculum for students to debate, present and communicate with peers and a range of stakeholders
- Implement a co-curricular programme to support student engagement in activities outside of the traditional classroom.
- Continue to make links with post-16 providers, universities and graduate apprenticeship providers in order to inspire ambition for all learners.
- Increase the frequency and diversity in external speakers, targeted specifically at the academically most able.

6. Provision

6.1 Identification

A core group of 'more able' learners will exist based on the prior attainment data gathered at the conclusion of Key Stage Two. This list will then be supplemented by those students who have demonstrated exceptional talents in subjects such as music, art, performing arts or sports. These nominations will be made by teachers who have noticed that a student has an

exceptional talent in their subject area. To ensure that teachers have time to identify their pupils accurately, the academically more able register will be identified and updated in January. Registers will be updated by departments for years 8 - 11 by the end of January. It is envisaged that the register of talented pupils is not static and that names will change with the changes in pupils' developments.

Where end of KS2 data is unavailable as a result of the disruption caused by the pandemic, the top 10 pupils in every year group will be identified based on their CAT scores following assessment in year 7.

6.2 Curriculum

Curriculum planning aims to ensure that all learners are challenged through the inclusion of coherent and carefully sequenced knowledge and skills. Middle Leaders will collaborate across the Academy Trust to ensure that the curriculum is as rich and diverse as possible in order challenge, motivate and inspire students in knowing more, remembering more and being able to do more.

Curriculum Leaders will deliberately plan challenging schemes of learning that allow all academically more able students to achieve excellence. This includes planning opportunities for extended writing beyond what has traditionally been included within lessons. Teachers will be guided by the 'Ethos of Challenge' document when planning lessons, which supports staff to include greater challenge and eradicate low level task design.

6.3 Pastoral

At Wyvern Academy we believe that there is a direct link between academic success and the mental wellbeing of students. Research has highlighted the link between psychological wellbeing and giftedness in two ways; that it can help students to become better adjusted in different situations or that students can actually be more at risk as a result of their cognitive abilities as they feel alienated or stressed when compared to their peers. Socially and emotionally, this can have a negative impact. Each pupil will therefore be supported by their tutor and Head of Year to ensure that their potential is maximised. All pupils need encouragement, support and praise. It is vitally important that the student is not only able to recognise their gift but to also accept it and be willing and confident enough to embrace, nurture and develop it in a safe environment.

6.4 Classroom provision:

Important strategies include, but are not limited to:

- Flexible and varied groupings within the classroom
- Challenge tasks
- Mentoring provision
- Opportunities for more able pupils to work with pupils of similar ability
- Enrichment activities and tasks
- Scaffolding students to achieve excellence
- Modelling of excellence
- Higher order questioning

- Enquiry based approaches
- Thinking skills in subject context such as decision making
- Evaluation techniques
- Facilitation of independent learning

7. Responsibilities

The provision for our more able students is the responsibility of all teaching and support staff. The contributions of particular staff are outlined below.

The Local Academy Board

- Works with the Leadership Team and other members of the school community to lead on the realisation of their vision for more able students.
- Ratify the More Able Policy and systematically review its impact through the routine data presented to LAB members

The Senior Leadership Team

- Works with all staff to achieve an environment where success, aspiration and achievement are core values.
- Ensures that curriculum implementation allows students to achieve and exceed the curricular goals outlined in the intent statement.
- Ensures pedagogy across the school allows all students to achieve to the best of their ability.
- Ensures sufficient funding is made available to support 'most able' activities, both within the core curriculum and in co-curricular provision.
- Monitors students' achievements rigorously, as part of the school's evaluation.
- Provides a named leader to oversee more able provision, in this instance, Scott Parker, Deputy Headteacher (Quality of Education).

Curriculum Leader

- Audits the achievement of more able students in their curriculum area.
- Ensures opportunities for intervention when more able students fall behind their expected level of progress.
- Ensures that provisions for the most able are included in each Medium-Term Plan and are met by staff; there are opportunities for stretch and enrichment built into every MTP; higher order thinking skills are developed; students have the opportunity to develop their independence and organise their own work; students evaluate their own work and set their own targets based on their emerging needs.
- Proactively shares the good work undertaken by the department and considers how ideas in other subject areas could be developed / explored to support HPA students.
- Collects, shares and celebrates examples of student excellence from across the department.

All teachers

- Provide challenging activities and appropriate support and resources for more able students.
- Target questions and work to challenge the thinking of more able students.
- Review achievement and progress data for their own classes and target appropriate support and interventions for students.
- Are aware of which students in their teaching groups fall into the HPA category.

8. Monitoring

The progress of all pupils, including the more able will be monitored during the course of the academic year with successive reports building upon one another to provide an overview of progress from one reporting period to the next. In this way, parents/carers will have a clear understanding of those subjects where good progress is being made, as well as those in which this is not the case.

In addition, the progress of the more able pupils will be established through standardised tests, feedback from pupils, teachers and parents, and pupils' attendance at enrichment opportunities. Support will be given to departments in the form of training, sharing of best practice, resources, review of teaching strategies, learning styles and schemes of work.