



THE CAVENDISH SCHOOL MORE ABLE STUDENT POLICY

Date approved: September 2017
Date review: September 2020

MORE ABLE STUDENT POLICY

1. RATIONALE

The Cavendish School has an active philosophy of inclusivity and ensuring that all students achieve their potential, especially in the areas where their talents lie. Excellence is encouraged from all students and a rich and challenging curriculum is constantly endorsed.

2. AIM

Our aim is to:

- Provide a challenging and stimulating environment for more able students where they are able to display their abilities to the full.
- Ensure more able students are stretched and challenged
- Allow staff the training and support so they can recognise and make the curriculum sufficiently challenging and provide new opportunities for more able students.
- Emphasise the importance of Feeder school liaison in identifying more able students so that the process can be continued at KS3, and then into KS4 and beyond.
- To provide consistency every Faculty needs to be aware that more able students have as much need for differentiated work as any other student.
- Provide every Faculty with guidelines for recognising and supporting students

3. POLICY

i. A member of SLT has been designated to have responsibility for leading action within The School. Furthermore to be referred to as the Lead Teacher for More Able Students this member of staff will liaise with relevant agencies including NACE to ensure staff are kept abreast of initiatives and students are offered appropriate challenges.

- I. ii. The School will provide more able students their full entitlement to the National Curriculum. In addition curriculum enhancement will be offered.
- II. iii. During certain periods of the academic year more able students' timetables may be modified allowing them the opportunity to work with their intellectual peers during normal lesson time.
- III. iv. The School homework policy will be used with the more able cohort but the work, where appropriate, will be differentiated to allow for challenge. The idea of more of the same will be discouraged. More able students must not feel they are being punished by being given more work than their peers. The philosophy of extension, enrichment and acceleration will be encouraged.
- IV. v. The School's assessment and data will be used to help identify more able students along with careful liaison with teaching staff. A register will be compiled and issued to all teaching staff. Inclusion on the register is not permanent. A dynamic approach will be used where students may move on and off the register. If it is perceived by parties that inclusion is no longer beneficial, students may be moved out, temporarily, or permanently.
- V. vi. Disaffected bright students will be targeted. Behavioural problems will never be a

- VI. reason for non-inclusion, nor will being on the SEN register. The SEN Coordinator and classroom assistants will be involved.
- VII. vii. Heads of Faculty will liaise with their team in order to compile a list of names for
- VIII. those who qualify as more able in their area. The list will be passed to the Lead Teacher for more able students who will provide comprehensive listing in the More Able Register and on SIMS.
- IX. viii. The More Able Register is to be kept with Faculty handbooks; should be used as a working document and be on the Faculty meeting agenda on a
- X. regular basis.
- XI. ix. Faculties should ensure that schemes of work are developed which contain suitable enrichment and extension work along with corresponding resources. Subject teachers will ensure their classrooms allow provision for challenging and purposeful differentiated tasks.
- XII. x. Subject teachers and PfL tutors will mentor, interview and set targets for the students on the More Able Register. Targets need to be achievable and reviewed regularly. A record of Personal Education Plans will be kept electronically on the staff shared area.
- XIII. xi. The Lead Teacher for more able students will advise Heads of Faculty about new initiatives, suitable web sites, recent publications and relevant courses for both staff and students
- XIV. xii. The Lead Teacher for more able students will apply for students to attend enrichment courses and master courses, competitions, arrange for speakers, visits and ensure that the library is suitably resourced.
- XV. xiii. The Lead Teacher for more able students, Heads of Faculty, Subject teachers and form tutors will liaise with parents or guardians on their child's progress.

4. MONITORING, EVALUATION AND REVIEW

- I. The Lead Teacher for more able students is responsible for monitoring the identification of students by heads of Faculty, class teachers, tutors, students, parents and guardians. The Lead Teacher will also monitor the provision for and academic progress of those students as they progress through the school. Monitoring will be linked with the annual review of school data.
- II. Learning Welfare Officers and Directors of Learning are accountable for monitoring the more able students identified in their year group and liaising with the Lead Teacher for more able students.
- III. Heads of Faculty are responsible for monitoring, reviewing and evaluating the progress of more able students on their registers. Classroom teachers are responsible for monitoring progress by using summative and formative assessment data along with professional observations.
- IV. A register of more able students will be updated regularly by the Lead Teacher.
- V. Each Faculty should include a policy for more able students in Faculty handbooks.
- VI. The Lead Teacher for more able students will work closely with the SEN department to ensure adequate provision for all more able students.
- VII. This policy will be reviewed and evaluated annually by the Lead Teacher for more able students.

5. IMPLEMENTATION AND REVIEW

- I. This policy will be made known to all staff including part-time staff, learning support assistants, newly appointed staff, peripatetic staff, students on teaching placements, parents, guardians and governors.
- II. This policy will be taken into consideration when updating The School Improvement and Action Plan.
- III. Reference to this policy will assist in the identification of in-service training
- IV. This policy will be reviewed and updated regularly by governors.