



## Durham Cathedral Schools Foundation

### More Able Pupils Policy

#### 1. Policy

**Durham Cathedral Schools Foundation (The Foundation) will seek to facilitate:**

- Stretch and challenge of more able pupils to ensure that they fulfil their potential.
- Provision for more able pupils with appropriate strategies within the classroom, via a differentiated curriculum, and through personalised support outside of the classroom where appropriate.
- Raising teachers' awareness of gifted and talented strategies.
- Providing a learning culture within which these pupils are given opportunities to develop their skills, knowledge and understanding and in which success is celebrated.
- Encouraging each pupil to have high aspirations and to achieve their maximum potential and recognise that gifted children who underperform require support.
- Monitoring and evaluation of strategies and performance.
- Recognition that provision for more able pupils will also have benefits for all, inside and outside the classroom. Effective provision improves good teaching and learning within the classroom. Planning for the most able will raise overall standards.

The School commits in this policy to observing the principles of the Equality Act 2010 and does not discriminate on any grounds.

#### 2. Procedure

##### 2.1 Definition of More able

- **More able learners** are those who have one or more abilities developed to a level significantly ahead of their year group [or have the potential to develop these abilities]. They will show a deeper level of knowledge and understanding beyond what would be considered normal for their age. They may also show determination and personal endeavour, through independent effort, to take their understanding and skills to new levels.

##### 2.2 Identification: Durham School

- The identification strategy makes use of a combination of quantitative and qualitative assessment and uses as wide a range of information as possible.

- Membership of a list is for school and department use only and will not be communicated to pupils or parents.
- A spreadsheet of pupils has been created to identify pupils across subjects and extra-curricular activities. This serves to monitor their progress and also to identify stresses that may be placed on particular pupils by over-commitment to work and school activities. This will be available to staff on COMMON and is strictly confidential.
- Like all other pupils, More able pupils will be encouraged by their tutors, house masters/mistresses, and also by academic and activities staff, to set specific targets for their own progress.

### **2.2.1 Whole school list**

Generated using the following criteria:

Year 7–9: either 2 criteria listed below or gaining a Scholarship

- Midyis (or other baseline test) scores in the top 15% of the cohort
- A King's Scholar

Year 10–11: either 2 criteria listed below or gaining a Scholarship

- Yellis (or other baseline test) scores in the top 15% of the cohort A King's Scholar

Year 12–13: achieving either 2 criteria listed below or gaining a Scholarship

- Allis (or other baseline test) scores in the top 15% of the cohort A King's or Burkitt Scholar
- Exceptional GCSE grades [8 grade 8/9/A\* or above] for entrants to the Sixth Form

### **2.2.2 Departmental List**

Generated by subject-set criteria based on the following:

- Departments should use in the first instance baseline data to highlight high aptitude [and therefore help to flag up underperformance].
- Outstanding academic, practical or applied performance as shown by internal assessment [term work, assessment tests, end of year exams] or teacher referrals based on classroom observation and lesson work.
- Outstanding academic, practical or applied performance shown in activities outside of school such as vocational grade tests, attendance at a centre of excellence or a centre for advanced training, representative sport etc.
- Subjects should use their professional discretion. 8–10% of the year group is a guideline and numbers on departmental lists should reflect the aptitude of the group taking that subject, and the individuals concerned.
- [See also Appendix 1: Identifying Pupils]

## **2.3 Identification: Chorister School**

Formally identifies more able pupils using the following criteria:

- Evidence from pupils' written work
- Written description of pupils' classroom performance
- Other factors as determined by the Bow Academic Lead
- External recommendation and reference from previous school where applicable
- [See also Appendix 1: Identifying Pupils]

## **2.4 Removal of Pupils from a Register:**

- It is possible to remove a pupil from a More Able register. This would only be considered if a pupil is continually failing to produce work and results of a standard that would be expected from them.
- The removal of a pupil from the whole school Gifted & Talented register would only be done with sufficient evidence from the school tracking process. The decision to remove a pupil, in this instance, will be made by the Director of Scholars, after consultation with other relevant staff.
- If a scholar or exhibitioner loses their award, and they do not satisfy any other criteria allowing them to be on the register, they will automatically be removed from the register.
- It is envisaged that departmental More Able registers will be more fluid. However, it is essential that there is evidence, either when placing a pupil on a register, or when removing a pupil.

## **3. Responsibilities**

### **3.1 The Director of Scholars will:**

- Manage the whole-school list and distribute it to departments as soon as is possible to the start of the academic year.
- Maintain an up to date list on the staff intranet site and pupil tracking database.
- Be responsible for monitoring and evaluating school wide policies for the most able and will meet with gifted and talented representatives regularly.
- Will support departments in providing for More able pupils
- Liaise with the Chorister School co-ordinator with regard to transition from Year 6 to 7.
- Attend relevant courses and keep abreast of new initiatives.

### **3.2 Departments will:**

- Generate a More able list at the beginning of the academic year, monitor it regularly and forward an updated list to the Director of Scholars at the start of each term.
- Establish a More able representative responsible for monitoring and evaluating provision for the most able within their subject areas in consultation with the Head of Department.
- Develop effective strategies to provide for More able pupils both within and outside of the classroom. Ensure stretch and challenge for those identified on the department register.

- Monitor academic performance of those on the register through term assessment and exams.
- Support application to university- e.g. in providing an effective programme for Oxbridge applicants.
- Encourage pupils to participate in national competitions, make use of online resources such as MOOCs or enter higher level examinations e.g. OU modules.
- Keep up to date with subject and whole-school initiatives through inset, sharing of good practice, utilisation of the Teaching and Learning forum etc.
- Endeavour to provide a differentiated and challenging curriculum which allows all pupils to be engaged, interested learners and encourages best effort from them. It is expected that staff will use a variety of teaching styles to engage all learners, they will encourage thinking skills and provide 'Assessment for Learning' activities that will enable all pupils to excel whatever their learning style. Within this there will naturally be opportunities for more able pupils to extend their knowledge and skills.

### **3.3 The Chorister School More Able Pupils Co-ordinator will:**

- Manage the whole-school list and distribute it to staff at the beginning of each academic term.
- Maintain an up to date list on the staff intranet site.
- Be responsible for monitoring and evaluating school wide policies for the most able.
- Will support colleagues in providing for More able pupils.
- Liaise with the Durham School co-ordinator (Director of Scholars) with regard to transition from Year 6 to 7.
- Attend relevant courses and keep abreast of new initiatives.
- Encourage pupils to participate in relevant extra-curricular activities.

### **3.4 The Gifted and Talented Co-ordinator at Durham School [Director of Scholars] is:**

- Line managed by the Deputy Head [Academic] who will meet will meet with him/her on a periodic basis to discuss More able provision within the school.

### **3.5 The More able Co-ordinator at Bow is:**

- Currently the Bow Academic Lead, who will meet with relevant members of staff on a periodic basis to discuss More able provision within the school.

## **4 Links to other policies/documents**

This policy is linked to the Curriculum policy.

## **5 Oversight**

This policy is overseen by the Governors Education Committee and will be reviewed at least every other year.

**Policy Reviewed 12/10/2017**

**11/11/2019**

**26/11/2021**

Mr A Pearson [Academic Deputy Head]

## Appendix 1: Identifying Pupils

Many people believe that it is possible to use generic characteristics to identify the majority of more able learners. They suggest that more able children and young people are likely to:

- Have an unusual memory e.g. good or interesting memory methods
- Have unusual hobbies or interests or an in-depth knowledge of certain subjects
- Be intolerant of other children
- Have an awareness of world events
- Set themselves impossibly high standards
- Prefer to spend time with adults or in solitary pursuits
- Love to talk
- Ask questions all the time
- Learn easily
- Have a well-developed sense of humour
- Like to be in control
- May be at the extremes of extrovert/introvert
- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas unusually well
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in a wide range of contexts
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team members
- Demonstrate high levels of attainment across a range of subjects within a particular subject, or aspect of work.

## **Appendix 2: Provision**

Most provision will take place during normal timetabled lessons. Teaching in other words should be pitched at the top end of the ability spectrum and therefore be available to all. Those identified as More able on the register should be encouraged to take part in additional extension activities and their progress monitored. Occasionally specific learning plans may be set.

### **Formal**

- Setting in English and mathematics in Year 7 and in English, mathematics, science and French in Years 8 to 11 allows for differentiated learning in the core subjects.
- Banding in years 8 and 9 allows for differentiated learning in other subjects.

### **Class based**

- Differentiated learning to tackle higher order thinking skills
- Open ended questions/tasks
- Problem solving
- Pace
- Pairing of abilities/mixing abilities
- Research and projects
- Differentiated home works

### **Extension work**

- Additional reading
- Additional tasks and high order thinking exercises– essay competitions, maths challenge etc.
- Oxbridge etc. tuition

### **Extra-curricular**

- Clubs and societies
- Trips and study days