

Eastbrook School More Able

Overview

Eastbrook School is committed to the on-going development of an environment and culture in which all students are enabled to perform to their highest potential. We aim to enable our More Able and Talented students to intellectually and socially develop their abilities, skills and personalities through high-quality gifted and talented provision in our day-to-day teaching, and through an exciting and challenging out-of-hours programme. We believe that the development of those students with the highest abilities will enrich and extend the learning experiences of all students.

The vision for the More Able students is one of ensuring that every pupil with the inherent ability to exceed normal expectations is recognised at the earliest opportunity, and that every possible measure is taken to ensure they achieve above their expected outcomes, with some taking public examinations earlier than their peers where intellectually and emotionally appropriate.

Criteria for HAP / More Able / Talented.

High Ability Students (HAPs)

At KS4. This group contains students who have KS2 data which places them in the top 25% in the country. This is currently indicated with an APS of 30 or more. They will be tracked across the curriculum. It is essential that they are tracked separately from the group below as the school is directly accountable for their performance

More Able Students (Mables)

Primary students who are 'exceeding' or achieving 'greater depth' will be deemed Mables.

This group contains the HAPs, students whose KS2 APS is between 29 and 30 and the students without data who are performing at the level expected of HAP students. This will be indicated by analysis of tracking data.

Where key stage 2 data consists of scaled score HAPs cannot be identified. More Able students can be identified based on scaled scores (108+), target APS and their MidYis score.

In the 6th form students achieving 45+APS or 5+ will be deemed Mables

Talented Students

This group contains students who show aptitude in a particular area of the curriculum. The emphasis is on enrichment and opportunity.

They are not tracked across the curriculum – relevant HODs should track their performance in their subject area.

Strategies

All Eastbrook School staff have a shared responsibility to endeavour to create a stimulating environment for more able students. We support and encourage a high

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level of achievement for More Able and Talented students.

Specific and identifiable opportunities for extension and enrichment will be built into all our schemes of work.

We aim to:

- Create a culture where high-level achievement is celebrated.
- Encourage all students to become „independent learners“; for more able and talented students in particular, the Library and the internet provide invaluable resources for private study and research.
- Be keenly aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement, and to underpin all our practice with our policies on equal opportunities and inclusion.
- Use a variety of whole-school strategies including:
 - enrichment and special activities
 - creating opportunities for students to work with higher year groups, particularly when gauging potential emotional/ social effects of entry onto an Accelerated Learning Programmes
 - mentoring provision for More Able and Talented students; both Learning Mentors and peer mentors
 - creating opportunities to lead and serve on student bodies, such as the School Council
 - recognising high achievement and formally celebrating it within school and in the wider community
 - encouraging More Able and Talented students to mentor and support less able students

Classroom practice

We understand the importance of establishing students' prior knowledge, understanding and skills so as to avoid unnecessary repetition of work, which may effect motivation.

We are aware that, especially at KS4, there may be peer pressure to underachieve. We will challenge any evidence of this counter - culture whilst being sensitive to the need of many students to conform.

We are alert for the „bright but coasting“ student who could achieve excellent results if motivated and challenged further. For all students, lack of motivation and challenge leads to boredom and can lead to behaviour issues.

We are aware of the danger of assuming that More Able and Talented students are easier to teach than others.

The following strategies are employed where appropriate:

- Grouping by ability
- mixed ability groupings
- MA &T students leading mixed ability groups
- Extended day activities
- tasks differentiated by outcome

- short, medium and long-term individual target-setting
- open-ended tasks
- working at a high pace
- encouraging students to relate ideas to their own or external experiences/ draw parallels/ analogies
- accessing appropriate sources of information
- using more complicated language (especially in one-to-one teaching/ marking)
- puzzles and competitions (including prizes provided by outside sponsors, eg Maths Challenge)
- visiting speakers
- skipping stages which are already understood
- making presentations to other groups
- designing games to support the learning of others
- suggesting improvements to processes, products etc
- enhanced problem solving
- conducting interviews and designing questionnaires
- engaging in debate,
- critical analysis
- representing information diagrammatically or pictorially
- providing questions to given answers
- producing magazines or newsletters
- making video/ audio recordings/ Powerpoint presentations
- conjecturing (asking questions beginning with "What if...")
- making predictions or speculating
- coaching others

Specific Subject Arrangements

As well as taking notice of whole-school policy and considerations, each department is responsible for the development of its own procedures for meeting the needs of our M A and Talented Students, taking account of subject-specific factors. The department arrangements will ensure that schemes of work contain specific identifiable elements to develop and enrich those students within the More Able and Talented cohort.

Above all, we encourage all students to become „independent learners“:

- organising their own work
- carrying out tasks which stretch their capabilities, with little or no aid
- making choices about their work
- developing the ability to evaluate their work and so become reflective and self-critical

We do this by setting demanding targets for the work and homework of all students. We urge these students to constantly raise their own expectations of themselves in all curriculum areas.

Students' abilities should be recognised and valued. Celebration of their achievements makes an important contribution to their development.

Out of the classroom

We aim to provide:

- a wide range of cross-curricular activities and opportunities
- enrichment events and local and residential trips
- the use of outside agencies for training and provision
- appropriate pastoral support
- masterclasses
- opportunities for involvement in LA and DFE initiatives and projects

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- extra-curricular projects involving other Barking and Dagenham schools
- avenues for participation in the local community and its activities
- Parent and Carers' evening to celebrate and provide advice and guidance to support their More Able child.

Monitoring the effectiveness of this policy

This policy and its effectiveness will be reviewed regularly by departments, the Senior Leadership Team, the Gifted and Talented Co-ordinator and students. Departments are subject to regular evaluation through line management and are reported on through the school system of 'Spotlights'.