



St. Francis' College More Able Policy

Introduction

The 'College' refers to all the staff and pupils of the Prep department and Senior School which includes Early Years Foundation stage (EYFS), Pre-prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

This policy is intended to inform staff and parents of our approach to the more able.

Policy

St. Francis' College is committed to providing an environment which encourages all pupils to maximise their potential. All pupils have the right to a broad, balanced and relevant education which provides progression and takes individual differences into account. The More Able Policy, although specifically aimed at the more able, is intended to be inclusive in its nature and is aimed at raising achievement throughout the College. The College has always celebrated its long tradition of academic, creative and sporting successes and we recognise that more able pupils often have different needs to their classmates. The College also recognises that giftedness and talent is not fixed and can be grown (Dweck 2012).

Context

We endeavour to provide a caring, informed and secure environment in which each pupil can thrive and strive to fulfil her potential to the utmost, academically, personally and in all areas of talent, in preparation for her future in the wider world.

Aims

- To identify more able pupils and pupils with exceptional abilities as early as possible.
- To provide a curriculum which meets their needs
- To provide extracurricular activities which provide enrichment opportunities to extend and challenge pupils
- To ensure that teaching and learning strategies meet the needs of pupils
- To ensure that pupils are set and achieve challenging academic targets
- To ensure that more able pupils develop the skills and attributes needed to support their future success.

Rationale

We believe that a more able pupil at St. Francis' College demonstrates their high potential through above average ability, task commitment and creativity (bringing something new to the task).



St. Francis' College has a responsibility to empower our more able pupils to hold high aspirations and to equip them to achieve their potential. Improved provision for more able pupils will have a positive impact on the whole school community; 'a rising tide raises all ships' (Joe Renzulli, "What Makes Giftedness? Reexamining a Definition," 1978) and individuals can expand their own abilities through a growth mindset (Dweck 2012).

Identification

We identify the more able pupils through the professional judgement of staff, questionnaires to pupils and parents and Durham University testing (MidYis, Yellis, Alis). In the Prep Department girls from Prep I to Prep VI are assessed using 'InCAS'. This is a computerised assessment which tests Reading, General and Mental Maths and Developed Ability which includes Attitudes towards learning. In January, the girls are assessed in English, Maths and Verbal Reasoning. All of these results are analysed during termly data meetings and references are made to those girls who are considered More Able.

Within the Senior school, departments have created identification criteria that represent the three rings of giftedness (Joe Renzulli, "What Makes Giftedness? Reexamining a Definition," 1978). Pupils must have shown skills or learning behaviours that fit the department's criteria from a minimum of all three rings to be put onto the More Able Register. The criteria can be found within department handbooks and schemes show clear differentiation including extension for the more able.

The entrance exam and Durham University testing results are given to teachers when they are creating their departmental More Able Registers. Students scoring 128 or higher in MidYis and Yellis testing and students in the 90th percentile for Alis testing are classed as potential more able students.

Pupils in Year 7 complete a questionnaire with their parents to identify talents outside of College and these are distributed to the relevant staff. Pupils in years 8-13 complete a questionnaire in form time demonstrating their out of college activities and achievements.

Exceptional pupils will be recognised by the More Able Co-ordinator (MAC) and highlighted on the More Able Register. To be classed as an exceptional pupil they will have been recognised as More Able in 4 or more subjects for Prep pupils, 6 or more subjects for KS3, 4 or more subjects for KS4 or 3 subjects for the sixth form. Exceptional pupils may have been identified as generally working in a different and quirky way. The list of exceptional pupils will be brought to the attention of all staff and will be encouraged to participate in opportunities outside of College.

Identification of more able pupils is a continual process as each individual's level of ability is not fixed and may develop significantly over time. Pupils will be referred to as more able in a particular area or areas so that the subject remains the focus.

Provision

We strive to ensure that opportunities for extension, enrichment and encouragement are built into the College environment. We aim to create an ethos where ability is valued and we encourage pupils to become independent learners.

Provision for the more able is the responsibility of all academic members of staff at St. Francis' College. Provision will reflect the individual needs, interests, aspirations and prior progress of each pupil. Through their planning, inspiring teaching and wider support, all staff will strongly promote pupils' learning. We recognise the need for opportunity to be made to allow pupils to demonstrate that they are able. On occasion, this might be through acceleration, but this would be undertaken with care, taking into consideration the emotional needs of the pupil or pupils concerned.

Staff note the more able in their markbooks and ensure differentiation through extension and enrichment tasks. Schemes of work show clear differentiation opportunities and the departmental handbooks identify areas of provision for the more able and the exceptional pupil. In addition to using the IGGY website, each department updates the More Able area of the VLE with links to websites and information that will engage and stimulate the more able pupil.

Our provision includes:

- The More Able Register is compiled as part of the tracking process and reviewed annually. Planning within schemes should incorporate the needs of the more able pupils
- More able pupils are encouraged to participate in enrichment activities offered either within College or in collaboration with other organisations.
- The More Able Co-ordinator supports departments in developing best practice
- Academic, creative and sporting scholarships which reward more able pupils

Within the curriculum we use a variety of strategies including:

- Enrichment days (eg. arts days, study skills, PSHE workshops)
- Recognition of achievement (achievement assemblies, newsletter, website)
- Build in extra extension activities
- Set open tasks to give pupils ownership of a task or activity
- Organising events for more able pupils in the Prep to work in the Senior school
- Additional qualifications may be made available to pupils (Further Mathematics Level 2 in Year 11).
- Oxbridge lessons
- St FAST curriculum initiative with specific activities for the more able (Prep)
- Printed and digital resources in the College library to support the more able

Evaluation

Provision for more able pupils will be evaluated through the College Self Evaluation (SEF) and exams analysis. Evidence will be derived from attainment and progress data, lesson observations, schemes, pupil voice and participation in other activities.

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Effective From	January 2018
Next Review Due	January 2019