



# THE ORATORY

## THE ORATORY SCHOOL

### More Able Pupils Policy

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Linked policies	Teaching and Learning Policy

#### 1.1: PHILOSOPHY AND AIMS

In accordance with the wishes of its founder, Saint John Henry Newman, The Oratory School strives to develop the whole person by:

- fostering an environment in which all pupils are happy, secure, confident and valued .
- stimulating all pupils to achieve their academic potential.
- encouraging the development in each pupil of spiritual and moral values, self-discipline, responsibility, and respect for others and the environment.
- offering a wide range of enriching co-curricular activities.
- promoting independent thinking and lifelong learning through innovative educational practice.
- nurturing a positive relationship with parents, Old Oratorians, and the wider community.
- supporting and developing enthusiastic, dedicated staff who feel committed to the School.

## **1.2: POLICY STATEMENT**

At The Oratory School we believe that all pupils are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment.

All pupils have individual needs, which put personalised learning at the heart of our teaching and learning.

The Oratory School is committed to providing a sufficiently challenging curriculum for all its pupils. In addition, we will provide opportunities to identify and in turn nurture those who are more able.

All pupils have an entitlement to the following:

- Staff commitment and training to develop pupils' full potential at all times.
- Lessons that stimulate, engage, challenge, inform, excite or encourage through partnership and dialogue with teachers and other pupils as well as active participation.
- Courses that lead to examinations and accreditation.
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, including those concerning issues related to those pupils identified as More Able.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity, personal and social education, careers guidance and in some circumstances, counselling, visits to local industry, work experience and community service.

## **2.1: RESPONSIBILITIES**

This policy should be read in conjunction with Special Educational Needs and Teaching and Learning policies.

## Current Staff

Head Master	J J Smith, BA, MEd, PGCE
Deputy Head Academic	M Syddall, MA, MSt, MEd, TESOLcert
More Able Coordinator	M Syddall – transfer to David Moses April 2023
Head of Curriculum Support	Mrs K Maan, BSc, PGCE cert (SENCO)
Heads of all teaching Departments	As listed in school documents and on website

## Organisation of Staff Responsibilities

2.2 THE DEPUTY HEAD ACADEMIC will have the responsibility:

- to monitor Departmental schemes of work for differentiated material through Heads of Departments, including provision for the more able pupils of the School.

2.3 THE MORE ABLE COORDINATOR will have responsibility:

- to gather names of identified pupils from all areas of the curriculum.
- to prepare a register of the identified students.
- to categorise this information in a way agreed with the Leadership Team and to communicate back to heads of department.
- to prepare courses of action for pupils who are identified as able in many areas (by agreement with senior management).
- to monitor the provision for more able pupils.
- to evaluate, annually, the progress made by pupils and provision generally.
- to consider, annually, the list of identified pupils.
- to keep up to date (through INSET) with current More Able practice.

With support from the LT and the Curriculum Support Department.

2.4 THE HEADS OF DEPARTMENT will have the responsibility:

- to prepare subject specific criteria re More Able pupils.
- to inform departmental staff of these criteria.
- to keep a record of criteria and pass on to the More Able coordinator.
- to identify pupils who meet the More Able criteria.
- to pass these names onto the More Able coordinator.
- to provide schemes of work that contain enrichment/extension or differentiated material for identified pupils.
- to ensure that teachers have registers that recognise who has been identified as more able.
- to ensure that any enrichment/extension or differentiated material is being used by subject teachers.

These responsibilities may be delegated to a departmental coordinator of More Able provision, under the supervision and monitoring of the HoD.

## 3.1: DEFINITION

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences.

- A. **Intellectual** (aspects of English, mathematics and science)
- B. **Artistic and Creative** (art, design, music, drama.)
- C. **Practical** (design and technology, mechanical ingenuity)
- D. **Physical** (PE, sports, dance)
- E. **Social** (Personal and interpersonal, leadership qualities, working with adults)
- F. A pupil who could be recognised as More Able but who is presently not reaching his or her full potential.

The above list is not exhaustive and pupils may display exceptional abilities in a wide number of areas.

**In defining what is meant by the term 'more able', we have adopted the following definitions:**

- those who show an exceptional ability. This might be in a curriculum area such as mathematics, music, art or sport.
- those pupils who are assessed as gifted through an Educational Psychologist's report, or Baseline testing.
- those pupils who possess a general academic learning ability that is significantly greater than that of most of their peers.

### **3.2 IDENTIFICATION**

No one method of identification can be entirely accurate since subject-specific criteria will develop. We would endeavour to identify our More Able pupils through a variety of methods. We obtain as much information about individual students as possible.

The methods employed include:

- information from any previous schools.
- internal and external assessment and testing (Midyis, Yellis, ALIS, Insight)
- formal assessment by an Educational / Clinical / Child Psychologist.
- specific criteria developed by subjects.
- teacher observation and recommendation (based on classroom observation, discussions with pupils, work scrutiny).
- rate of progress including value-added data and reference to prior attainment/achievement.
- attainment levels / grades (music; speech & drama; sporting)

At the beginning of each academic year The Oratory School More Able Coordinator creates a Register of pupils who are deemed to be more able.

It is recognised that pupils who are More Able do not always demonstrate their ability. We consider that all pupils have potential and therefore are always watchful of pupils who appear to be working below their potential. Consequently, it would be our aim to identify any pupils who appear to be underperforming or underachieving in this regard.

Many of the pupils on our More Able Register are involved in co-curricular activities at the school which cater for their exceptional ability. We offer the opportunity to attend courses and workshops offered by various organisations which cater for More Able pupils.

### **3.3 PROVISION**

Arrangements for co-ordinating the provision for More Able pupils.

- The appointment of a named individual to coordinate the school's response to meeting the needs of more able students (More Able Coordinator).
- The Heads of Section liaise with the More Able Coordinator, to establish mechanisms for coordinating and monitoring the progress of the identified pupils.
- Schemes of work are planned by Heads of Departments to include specific enrichment material and to include differentiated materials making some materials accessible to all pupils.
- All staff are to be aware of their role in the identification of more able students based on subject-specific criteria and the need to make the curriculum sufficiently and appropriately challenging.
- The establishment of a register of more able students compiled by the More Able coordinator to be published to all curriculum areas.
- Continuing professional development for staff that addresses the implications of more able pupils within subject areas and develops teaching and learning styles that take account of differentiation, enrichment and extension.
- The assessment of pupils' potential and performance.
- An audit of enrichment and extension opportunities provided by the wider co-curricular programmes.
- The encouragement of pupils to enter local and national events, including residential courses and competitions.
- The provision of discreet pastoral care (where required) on an individual basis.
- The provision of mentoring, where appropriate.
- Opportunities for more able pupils to work together.
- Recognition, celebration and rewarding of achievement of all pupils.
- Close liaison by the school with the home when required.
- Mechanisms to identify and address underachievement.

### **4.1 DEPARTMENTAL RESOURCES**

All staff are welcome to approach the More Able Coordinator for guidance, additional information and supplementary resources. Provision within each department budget is made for classroom resources necessary for More Able pupils.

### **4.2 EQUAL OPPORTUNITIES**

Every pupil is treated equally in trying to meet their individual needs.

### **4.3 HEALTH AND SAFETY**

The School's Health and Safety Policies are adhered to.

### **5.1 EVALUATION**

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. The responsibility for evaluation will fall to the More Able Coordinator, with feedback from HoDs.

This policy will be reviewed every year by the More Able Coordinator, in conjunction with the Deputy Head Academic.