



# **POLICY**

# **For MORE**

# **ABLE PUPILS**

**Care**

**Excellence**

**Partnership**

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## Introduction

This policy aims to define More Able pupils (MAP) at Church Stretton School and to outline the provision set out for them.



**'A rising tide lifts all ships'**  
Joseph Renzulli

Church Stretton School MAP policy is driven by whole school development plans and informed by national and regional policy guidelines.

Church Stretton School believes in:

**"Achievement for All"**

Thus, every child deserves the right to reach their full potential. MAP pupils need extension, challenge, enrichment, guidance and support to do so.

## Key Staff

<b>Principal</b>	To oversee MAP provision across South Shropshire Academy Trust
<b>Head of School</b>	To guide MAP strategy in line with whole school aims.
<b>Assistant Head of School (Inclusion)</b>	To lead and manage the MAP Co-ordinator and support on Inclusion matters such as Pupil Premium and Information, Advice and Guidance.
<b>MAP Co-ordinator</b>	To drive and implement MAP policy. To raise the profile of MAP in Church Stretton School. To lead staff training in best practice for MAP pupils.
<b>Link Governor</b>	To raise awareness of MAP at governor level. To communicate between the governing body and the MAP co-ordinator.
<b>House Achievement Co-ordinators</b>	To be aware of MAP pupils, to monitor progress and commitment and to support academic and pastoral interventions as required.
<b>Subject Leaders</b>	To help identify MAP pupils and provide appropriate information. To identify MAP in departmental plans and drive improvement towards best practice.
<b>All teachers</b>	To identify MAP pupils and use good practice to help them reach their potential.
<b>Form Tutors</b>	To be aware of MAP pupils and provide pastoral support and academic guidance.

## More Able versus Talent

In previous definitions the term 'Gifted & Talented' referred to high performing pupils across all curriculum areas. The term 'More Able' refers to academic performance only and will be defined.

Specialists in subject departments such as Music, Drama, Art, or PE do an excellent job of nurturing pupils who show aptitude in these areas. Such 'talent' is hard to quantify and is often developed outside the curriculum. It does not come under the More Able provision.

However, success in and out of school will be celebrated and recognised.

## Characteristics of More Able Pupils

In its guide "Developing Quality Tuition", the Department for Education attributes some characteristics to More Able pupils. Namely, they often:

- ✓ Enjoy a creative and sometimes more cross curricular approach to teaching and learning; they often have a passionate interest in a particular area, for example a specific period of history or aspect of science.
- ✓ Become more acutely aware of their progress and rapidly become despondent if they start to fall behind their peers.
- ✓ Have less emotional maturity, despite being More Able.
- ✓ Have more diverse learning preferences and approaches and therefore need a wider variety of teaching strategies.
- ✓ Find it difficult to fit in and work with their peers.
- ✓ Only do the minimum amount of work, if not sufficiently academically stretched; they need to be 'pushed to deeper thinking'.
- ✓ Have a disparity between their cognitive ability and their written outcomes as they can become impatient with the process of writing.

[<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition/b0056257/one-to-one-tuition-guidance-and-resources/resources>]

## Defining More Able

In its June 2013 report

“The most able pupils: Are they doing as well as they should in our non-selective secondary schools?”

OFSTED defines ‘most able’ and ‘More Able’ pupils as those with Level 5 in English and Maths in KS2 tests.

This term replaces previous terms such as:

- ✓ Able children
- ✓ Able pupils
- ✓ Exceptional children
- ✓ Exceptional pupils
- ✓ Gifted and talented children
- ✓ Gifted and talented pupils
- ✓ Gifted children
- ✓ Talented children
- ✓ Talented pupils

These KS2 measures indicate likely performance at KS4. They are clear, universal measures from which to benchmark student progress from KS2→KS4 in secondary schools.

In Church Stretton School the percentage of More Able pupils ranges from 35% to 50% of all pupils in each year group.

The aphorism "a rising tide lifts all boats" is associated with the idea that improvements in the general economy will benefit all participants in that economy.

[[http://en.wikipedia.org/wiki/A\\_rising\\_tide\\_lifts\\_all\\_boats](http://en.wikipedia.org/wiki/A_rising_tide_lifts_all_boats)]

As such it is pragmatic to narrow definitions such that we focus on a subset of MAP pupils for monitoring and intervention in order to:

1. Maximise impact of enrichment activities
2. Enable targeted monitoring and intervention
3. Directly add value to the outcomes of specific vulnerable groups
4. Enable teaching staff to focus on individual and small groups of pupils

Added value that benefits small groups or individuals in day-to-day lessons, such as appropriate challenge, high level thinking tasks and open-ended questions would encourage rapid and sustained progress for **all** MAP pupils in those lessons.

Church Stretton School will focus monitoring, intervention and enrichment on MAP subsets outlined in the next section.

## MAP Subsets and Progress Outcomes

MAP+0	Pupils with 1 in 3 chance of A-A* at GCSE in English and Maths
MAP+E	Pupils with better than 1 in 2 chance of A-A* in English
MAP+M	Pupils with better than 1 in 2 chance of A-A* in Maths
MAP+EM	Pupils with better than 1 in 2 chance of A-A* in English and Maths

Nationally, pupils with 5B in English have an approximate 60% probability of gaining a grade A/A\* at GCSE. Likewise, pupils with 5B in Maths have an approximate 60% probability of gaining a grade A/A\* at GCSE (based on 2014 GCSE exam entries).

As KS2 tests have extended to Level 6 it is expected that 5A in Maths will translate to 1 in 2 A-A\* probability for 2014 secondary school entrants.

Pupils with 5B+ in English or Maths at KS2 are the most likely to gain A/A\* grades **across** the academic curriculum. Therefore, focussing on these MAP+E and MAP+M subsets maximises the probabilities of A/A\* outcomes **across** all subjects.

Additionally, in Church Stretton School, the vast majority of A\* grades come from 'MAP+EM' pupils. These pupils will be assertively mentored towards maximising A\* outcomes **across all** subjects.

### The MAP Register

The MAP register will clearly identify MAP+E, MAP+M, and MAP+EM pupils in a simple matrix that identifies individual attainment profiles at KS2. This allows all teaching staff to assess strengths and weaknesses, which may assist appropriate target setting in subjects and inform teaching strategies to use with individuals.

MAP+0, MAP+E, MAP+M and MAP+EM pupils will be indicated in SIMS (Student Information Management System) for reference and analysis. Progress reviews during each academic year will focus on each vulnerable group separately.

This data will form the basis for quantitative measures on attainment progress and may prompt intervention action to challenge underachievement via assertive mentoring.

### Departmental Data

Teachers should list the MAP subsets on mark sheets and track progress of these pupils in line with their academic potential.

## Monitoring, Tracking and Intervention

When assessment data is updated, the progress of MAP pupils will be reviewed by the MAP co-ordinator, using tools such as SIMS, 4 Matrix and FFT Aspire. The MAP co-ordinators will meet with groups of, and individual, MAP pupils to discuss progress and gain Pupil Voice. The MAP co-ordinator will mentor pupils who need support and academic intervention, paying particular attention to assertively mentoring Y11 MAP pupils.

## Enrichment

Subject departments should aim to provide enrichment opportunities for MAP pupils each year and may include any MAP student or subset thereof.

The MAP Coordinator will focus enrichment on the MAP+EM subset as a small vulnerable group who are:

- ✓ Most likely to gain A\* grades
- ✓ Most likely to attend Russell group Universities
- ✓ Most likely to attend Oxbridge

But, other MAP pupils may also be included in transition activities and pastoral support geared to informing pupils about further and higher education, careers, and raising aspirations generally.

Qualitative evidence will be gathered to form an evidence base of impact and to inform future improvements.

## Extra-Curricular

Church Stretton School will set up a Debating Society. This enables MAP pupils to compete on a cross-curricular platform and fosters qualities such as communication, team work and leadership. The Debating Society may compete internally on an inter-house basis or externally with other secondary schools. Activities will allow groups of MAP pupils to work together across year groups to develop skills; knowledge and understanding that will stimulate high level discussion and benefit general academic study.

## Learning Language

Taxonomy of learning language is consistently used across school to scaffold formative assessment and promote progress. It includes prompts to engage high level thinking in pupils. It is tool that encourages challenge in the class room and is to be used in objectives, outcomes, teacher led discussions, and written feedback to pupils.

## Student Voice

Student voice will be solicited annually from MAP subset pupils to check they feel sufficiently challenged in lessons and supported in their aspirations. Information may inform staff professional development and student enrichment activities.



## **Pupil Premium – Narrowing the Gap**

Several pupils in the MAP subsets will have Pupil Premium (PUP) status. Their progress will be closely monitored and they will be mentored to ensure they make progress in line with pupils in the same subset. They will all be involved in enrichment activities and encouraged to have high aspirations for attainment and higher education. It is more likely such pupils need extra support to overcome barriers to social mobility and such barriers should be challenged and overcome.

## **Further and Higher Education Links**

Ensuring More Able pupils enter destinations that will foster their future success, the MAP co-ordinator will work with local colleges and Universities. Programs that provide information, experience, and booster classes will be taken advantage of, where possible. When specialised, such opportunities will be targeted at pupils who will benefit most.

## **Primary Education Links**

In order to maintain the standard of intake it is important that Church Stretton School continues to attract MAP pupils from primary feeder schools. During the summer term an event will invite MAP pupils from feeder primary schools to visit Church Stretton School and experience MAP activities led by teachers here. In addition, opportunities for the MAP co-ordinator to visit selected primary schools to lead MAP activity sessions will be explored.

## **Staff Training**

Relevant MAP information will be shared to all student-facing staff. As part of the staff Professional Development programme training sessions to relevant staff will be provided to raise awareness of theory, policy, pedagogy and practice.