Chelmsford County High School for Girls

More Able & Talented Policy

Approved by the Governing Body: March 2024

Deleted: 1

Chelmsford County High School for Girls

More Able and Talented Policy

We are a proud and progressive grammar school community, committed to excellence in girls' education and empowerment since 1907. Our vision of developing the leaders of tomorrow is evident in our commitment to the pursuit of excellence. In achieving their individual potential, our students make a valuable contribution to the local, national and global community.

All of our students are highly able and as a school community we are committed to providing opportunities within, across and beyond the curriculum to serve the full development of their talents, leading to excellence in achievement.

Since 2019, we have been working closely with NACE (the National Association for Able Children in Education). NACE work closely with member schools to improve provision for more able learners, driving whole-school improvement and raising achievement for all.

NACE's key values mirror those of CCHS in recognising that all able children and young people, regardless of background, should be recognised and have the opportunity to realise their full potential.

Aims

- To raise the quality of provision in the School to extend and challenge all our students appropriately
- To address the needs of more able learners, which will raise achievement for a much wider group of learners in a school.
- To provide a rich and challenging curriculum with learning opportunities which allow all children to flourish.
- To recognise that ability can be revealed in many areas of school life and not only in traditional academic subjects.
- To continue to uphold an ethos of high expectations and aspirations
- To provide teachers with high quality CPD supporting the delivery of a challenging and enriching education
- To understand that ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.

IDENTIFICATION

All our students are highly able; however, within our student body we acknowledge that some students are exceptionally able in different fields. By recognising exceptional ability, we can ensure that these students have appropriate opportunities to be stretched beyond the curriculum, in turn this will benefit their peers. Our commitment to our students is that extension opportunities will not be limited to those deemed exceptionally able but open to all our students.

As a school, we use a number of methods to actively identify our most able students. Student progress and attainment is monitored using both internal and external data. Teacher assessments and observations are used to identify students with high ability who may not be recognised in traditional ways; for example, identifying students who are not fulfilling their potential and putting in place support strategies.

Students recognised as more able within the context of the school will be monitored and given suitable targets for achievement; all students will be catered for with appropriate stretch and challenge.

Once identified a central record of our more able students will maintained on SIMS, enabling all staff to consider strategies to support, stretch and challenge these students which will, in turn, raise achievement for all. This record of ability will form part of our student TA analysis and attainment tracking.

There are three categories of More Able students that we will identify:

Exceptionally Able students are identified on a school basis using external data: CAT, CEM, Midyis and GCSE Average Score. Students are identified as Exceptionally Able if they are in the top 10% of their cohort in two pieces of recent external data. Students identified as exceptionally able will be tracked to ensure they meet their potential and are extended as appropriate.

Subject Able students are identified at subject level using criteria defined at department level.

Talented students are identified for skills outside the school and curriculum, they may have an additional language, key presentation skills or a high level of sporting or musical ability. These students will be put forward for recognition by subject teachers and parental nominations.

All students will be given opportunities for support and extension.

OBJECTIVES

1. To provide for the systematic identification of More Able and Talented students at Year 7 and beyond, and to maintain a register, which will be maintained and updated biannually.
2. To provide teaching & learning and assessment approaches in all subjects which develop higher order thinking skills in all students, with each department making its approaches explicit in schemes of work and departmental policies.
3. To provide an extra-curricular provision and resources which will give these (and other) students the opportunity to perform at the highest level.
4. To build challenge into the curriculum through cross-curricular opportunities allowing students to determine and manage their own learning and to make links between the different areas of the curriculum.
5. To use student feedback to inform the development of provision.

IMPLEMENTATION

The vital concept which animates the CCHS curriculum is ambition. This is clearly communicated through the School vision: developing the leaders of tomorrow.
Our School aims are: the pursuit of excellence; fulfilling potential; and contributing to the local and global community. To realise the vision and aims requires institutionalised curriculum challenge, i.e. demanding and stimulating experiences across the School.

Our challenge model has seven elements:

1. Scheduled: habitual challenge, e.g. daily lesson activities
2. Extension: amplified challenge, e.g. Curriculum Support Booklets for Parents
3. Enrichment: deep challenge, e.g. Enrichment Day activities
4. Overarching: cohesive challenge, e.g. Internationalism activities
5. Excellence: examination challenge, e.g. GCSE and A2
6. Ancillary: complementary challenge, e.g. extra-curricular activities
7. Innovation: novel challenge, e.g. special projects

To support and guide our staff in their work, the School will disseminate appropriate professional materials, including journal articles and CPD training courses.

TRACKING

Subject Able and Exceptionally Able students are closely monitored by Subject Leaders and by members of the Senior Leadership Team.

Subject Able students are tracked through the Teacher Assessment (TA) Analysis process. Colleagues review the progress of these students, both academically, and against their own 'Subject Able' criteria. Where a student, who is identified as 'Subject Able' is not meeting the expected standard in terms of progress and outcomes, Subject Leaders implement appropriate strategies to ensure maximum progression is made. Colleagues are also asked, as part of this analysis, to consider appropriate provisions to ensure that Subject Able students are enriched within and beyond the curriculum. These provisions should be in line with the appropriate characteristics in each department's policy.

The provisions above are then reviewed by key members of the Senior Leadership Team and discussed with colleagues in department meetings.

The Senior Leadership Team specifically focuses on the progress of Exceptionally Able students. These students are reviewed termly through Student Progress Meetings. The academic progress of each Exceptionally Able student is compared with their external data targets. Where students are not meeting the expected standard in terms of progress and outcomes, Senior Leaders identify and implement appropriate interventions for these students. These include (but are not limited to): peer-mentoring; academic tutoring; specific subject guidance and in class interventions; invitations to extra-curricular clubs and societies; in addition to additional enrichment activities that develop a student's concept of challenge.

Formatted

COMMITMENT

All members our teaching community have a responsibility for monitoring, tracking and supporting our more able students.

Headteacher to ensure whole school commitment to supporting our more able students.

Deputy Headteacher (Academic) to ensure the curriculum is developed to allow for stretch and challenge for all students. To develop cross-curricular links between subjects ensuring students are able to extend their learning beyond the curriculum.

Deleted: Curriculum

Assistant Headteacher Teaching and Learning to review the progress of more able students as part of our internal data analytics, highlighting students to pastoral and subject leaders. Provision of teaching CPD to support subject teachers in developing their provision for highly able students. Articles, research and resources can be found in our central CPD Team and are integrated into our new starter induction programme. To lead the collation and management of the more able student lists to be reviewed with **Deputy Headteacher (Pastoral).**

Deleted: Assistant

Deleted: s

Subject Leaders are responsible for coordinating the identification of more able students in their subject areas and ensuring that appropriate extension and provision is in place.

Subject Teachers are all responsible for providing differentiation for all students within their classes and where appropriate recommending and championing students as more able.

Pastoral Leaders are responsible for monitoring a student's progress across all subjects and identifying where students may need additional support. Attainment of students highlighted as more able will be reviewed as part of the school's TA data cycle and students who are not meeting their potential will be identified. For these students mentoring programmes and opportunities to support academic resilience may be introduced.

Parental commitment Where appropriate parents will be notified that their child has been identified as more able. Extension resources and information will be shared with all parents.

For parents keen to support their child and extend them academically there are a number of recommended resources available on our school website: Academic > Challenge. For Years 7 to 9 Curriculum Support Booklets are also available in the parents section of the website outlining the curriculum and giving guidance on how parents can best support their child with their studies.

Academic Resilience

A school-wide programme of academic resilience has been constructed to support all of our highly able students. The bespoke, research-based programme focuses on our students' needs including:

- Developing life key skills: critical thinking and high-level questioning, research and presentation skills
- Managing perfectionism
- Mental health resilience
- Embracing and learning from mistakes

Deleted: is being

Deleted: will

REVIEW

The Deputy Headteacher (Academic) and Assistant Headteacher (Teaching and Learning) will monitor the provision provided through the NACE challenge model to ensure that More Able and Talented students (and other students) benefit from a range of effective classroom and extra-classroom activities.

The evidence base for this includes Learning Walks, Deep-Dives, analysis of public examination results and evaluating new specifications for examination courses. This work will be guided by a concern to:

a) preserve subject integrity and rigour
b) develop further opportunities to enrich and challenge students
c) capitalise on opportunities to highlight and develop our broad and balanced KS3- KS5 curriculum.

Deleted: Curriculum

Deleted: Subject Reviews, Year Group Reviews

Additional Opportunities

Examples of extension opportunities for all our students can be found below.

Deleted: by faculty

Subject Groups	Opportunity
Languages	• Trips and exchanges • Extension resources • Wide reading lists

Deleted: Faculty

	• Books and Films • Essay and creative writing competitions • Youth Ambassador programme • Have your Say speaking competition • Magazine subscriptions • Linguistics Olympiads • Podcasts • Lectures
Creative and Sport	• Arts Award (Year 8) • Extra-curricular Music • Grade 5 theory club • Extra-curricular Art • Dance Show • Sports Day • Sports Award Evening • Extra-curricular PE • Concerts • Workshops • Christmas decorations • School Christmas card • Posters • Artist of the week • Whole School Production
Humanities	• Philosophy of History • Geography Society • Reading lists • Essay prizes • Challenge Cards • Model United Nations
Maths	• UKMT Challenges • Maths Olympiad • UKMT Team challenges • Further Maths extension – Year 11 • STEP support • Resources for all year groups • Chess Club • Computer Science competitions – Oxford University Computing Challenge • Cyber First • Economics - "Women in Economics day" at Gonville and Caius College, Cambridge • Essay competitions – Royal Economics Society

	• Dragons' Den
English	• Jack Petchey Speak Out – Year 10 • Annual performance • Bar Mock • Year 9 Newspaper Day
Sciences	• Olympiads • MedSoc • Practical work • Scrap Heap Challenge • STEM projects • STEM competitions
Additional enrichment opportunities	• Leadership Conference – Year 11 • More Able Programme for Year 5 students • Bletchley Park Visit • Ypres Trip • Leadership roles