

# Melbourn Village College

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## Policy and Provision for More Able Students

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### Introduction

The policy on provision for more able students is closely related to other college policies, and in particular the policy for students with special educational needs (SEND). Underpinning the policy are a number of basic principles:

- All students are of equal value and are entitled to equality of access to resources and opportunities.
- All students are entitled to high quality, well planned and organised teaching, enabling full access to a broad, balanced and relevant curriculum.
- Work is selected with care to ensure students' knowledge and skills progress at an appropriate pace.
- Learning is part of a continuous programme. Prior attainment and development inform decisions on future provision.
- Students are encouraged to participate actively in their own learning, exploring ways in which they can pursue their particular interests and strengths within, and beyond, the mainstream curriculum.
- Parents and carers are an integral part of their children's education. We aim to work collaboratively with parents to ensure the best possible provision for students.

### Definition

A student may be more able in one subject area or in several. The college recognises the difference between **ability** and **achievement** and the factors that may positively or negatively impact on each student's ability to achieve her/his potential.

*'Gifted and Talented' children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).*

'Gifted' refers to those pupils who are capable of excelling in academic subjects. Gifted children are identified by schools as those who are performing significantly above the expected level in one or more curriculum areas.

'Talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities, such as art and design, music, P.E or performing arts such as dance and drama.

## Identification

'Identifying ability is an imprecise science' (Eyre, 1998). However, the college has in place a number of strategies for identifying more able and gifted and talented students:

- Prior to their entry to the college, the abilities of Year 6 students are analysed by the Primary Liaison Co-Ordinator. Parental 'nominations' of ability are invited in the pupil information form.
- Prior attainment data from Key Stage 1 and 2, both qualitative and quantitative (and including both levels and raw scores), is collected, analysed and made centrally available for all staff.
- All new students sit the NFER Cognitive Abilities Test on entry to the college. We identify students with a mean SAS of approximately 119 as being academically more able. Students who have similarly high scores in the sub-tests are also identified.
- Outstanding achievement can arise from a combination of three components: innate ability, opportunity/support and motivation/hard work. We also aim to identify those students with a particular talent outside the curriculum, eg. Students performing at high-level in sports and instrumental players.
- Nominations are sought from teachers during the first term of each academic year. At Key Stage 4, we include students whose target grade is A\* / new GCSE 8 or 9.

## Upon Identification

Students will receive an Individual Education Plan allowing easy identification of strategies put into place. These will be kept centrally and made available to all teachers at the college. This will allow progress of our more able learners to be tracked and allow challenging targets to be set.

## Provision

Provision for more able students is made in a number of ways:

## Grouping and Setting Policy

Our staff implement differentiation strategies to reflect the different abilities of students and cohorts. Students are set on entry according to ability and these sets are reviewed every half term. All departments have a policy on differentiation and Head of Departments regularly monitor setting arrangements across the curriculum.

## Curriculum

Throughout the Key Stage 3 and 4 curriculum, we aim to provide activities to challenge and stimulate our students at all levels of ability and to make sure that our highest attainers are stretched to achieve their potential. Outside the classroom, students may also be offered trips, visits and cross-curricular activities. Enrichment activities are offered in many curriculum areas and able students should be encouraged to attend.

Any pupils on the whole school register who underperform on their interim reports or any pupils that are notified to the Gifted and Talented Coordinator as underperforming will be offered mentoring, either by teachers within the school or people from outside. The aim of this will be to improve performance by identifying problems, finding solutions to these problems and then making a plan for improvement.