



TOOT HILL
SCHOOL

Most Able & Aspiring

More Able and Aspiring Policy

Policy statement for More Able and Aspiring Pupils at Toot Hill School

At Toot Hill School, our curriculum empowers every student to dictate their own future and determine their legacy. By engaging with our offer, students experience a transformational learning journey over time that develops them into well-informed, confident and responsible young people who are intellectually curious and have a thirst for life-long learning, underpinned by the principle of being knowledge led in both the academic and personal development. We commit to providing opportunities for all pupils to achieve their potential. We believe that supporting the needs of our more able and aspiring is a factor in raising achievement for all pupils. We believe in and our committed to providing a challenging, enriching and engagement environment for all of our students which allows all, including the most able, flourish and achieve their potential.

We acknowledge that some children may have a talent in one area of the curriculum rather than all round ability. Also, that some pupils have an ability which is so exceptional compared with their peer group that they may need special consideration in order to meet their needs. We believe that identification and provision are integral to reveal, display and extend their abilities. Identification, assessment and monitoring are ongoing processes at Toot Hill School.

We believe that the needs of all children are served when the school works in an open, responsive and realistic partnership with parents and carers.

Generally, the needs of our most able are met through planned provision that identifies learning outcomes which challenge and extend all children.

All subjects, across Key Stage 3, Key Stage 4 and Key Stage 5, work hard early in the Autumn term to devise their subject specific more able students. This allows for a specific and tailored provision which caters for differing passions, interests and abilities. At Key Stage 4 some subjects will organise pupil grouping in ability sets and other subjects will provide provision within mixed ability classes. Allocating pupils to tiers at Key Stage 3 facilitates targeted provision for our more able and aspiring pupils, along with acceleration through the curriculum in some subjects. Regular review of this allows movement between tiers within different subject.

We offer a range of extra-curricular activities which challenge all children. The Extended Study Provision and the Able and Aspiring Provision is the vehicle for the delivery of a range of enrichment activities and programmes in a wide range of subject areas these include an opportunity to complete an extended project, lectures on a wide range of subjects and careers and The Scholars Programme

At Toot Hill there is an Associate School Leader for More Able and Aspiring pupils (Michaela Middleton) whose role is to:

- Continue to monitor and review existing provision and resources for more able pupils
- Track the progress of more able children
- Liaise with staff over needs of pupils with exceptional ability
- Meet with parents as appropriate
- Liaise with external agencies
- Be responsible for staff development and awareness regarding more able pupils
- Liaise with the named Governor who has responsibility for more able children
- Plan and provide enriching experiences for all of our children

The above policy will be subject to review and should be considered alongside the range of policies for the school.

Gender Equality Duty

This policy has been reviewed in the context of Gender Equality Impact and assessed as: Neutral

This policy was last reviewed on: October 2022

Name of reviewer: Michaela Middleton

Teaching and Learning at Toot Hill School

More Able and Aspiring Pupil Provision

Working Procedures and Practice

What do we understand by More Able and Aspiring at Toot Hill?

At Toot Hill School we aim to meet two different criteria when identifying More Able and Aspiring pupils:

1. Meeting the government requirements set out in the 1999 House of Commons Select Committee report on being able to identify our top 10% of pupils who are gifted (pupils who have abilities in one or more subjects in the statutory school curriculum other than art, design and PE) and talented (pupils who have exceptional abilities in art, design, music, PE or in sports or performing arts such as dance and drama)
2. Ensuring that provision in the curriculum meets the needs of all pupils. There should be appropriate challenge and aspirational target setting to encourage all pupils to maximise their potential

Primary Transfer:

- Parents are invited to meet the More Able and Aspiring Lead (Michaela Middleton) at the new intake Evening in July, where parents are encouraged to nominate any child with a particular talent or ability

Transfer from other schools

The Senior Teacher with responsibility for admissions meets prospective pupils and parents/carers. During this meeting it is established whether the pupil was entered on the G and T register at their previous school. Subject to verification using prior attainment data, pupils are entered on the G and T register at Toot Hill School

Identification

There are a number of sources which are of use in identifying pupils for inclusion on More Able register include but are not limited to:

1. Transfer information from Primary School including KS2 SATS results and PIPs test scores
2. Teacher assessment including National Curriculum point score data

3. Exceptional performance in curriculum based assessments
4. Exceptional performance in GCSE examinations
5. Performance at club, county or national level in sport
6. Performance with a musical instrument at grade 5 or above
7. Teacher nomination of exceptional talent in music, drama, art
8. Parent nomination with supporting evidence

In addition to the whole school register, each subject department develops and maintains their own subject registers using subject specific criteria. These criteria are listed in the relevant department G and T Policy.

The range of provision we make for More Able and Aspiring pupils:

- **Extension** of work by subject teachers through a differentiated curriculum. Many lesson plans embrace the 'all, most and some' differentiation of learning objectives or specify support and extension activities to be used as appropriate
- **Cultural Capital** is embedded in lessons and opportunities for wider and extended reading are often given to students
- **Knowledge Organisers** point out wider reading opportunities for students
- **Extension** materials and resources for teaching and learning
- Support by **setting** pupils according to their ability in the core subjects at KS4. At KS3 a comprehensive **tiering** system, reviewed twice a year, accompanied by setting in subjects within the tier, personalises the learning agenda
- **Grade 9 conferences** in the core subjects prior to GCSE exams
- **Enrichment activities** delivered in after school academies in: Art, Drama, Dance, Music, Creative Writing, Science, Mathematics, Latin, Critical Thinking, Philosophy, E
- **Sport** clubs and teams are wide ranging
- **Summer School** each July (see Toot Hill Extra brochure)
- **Oxbridge Preparation** (see separate brochure)
- **Support** for pupils wishing to attend externally provided enrichment courses eg Smallpeice Engineering Trust, Nottingham University Med Link , Vet Med , Forensics and Physiotherapy courses
- **Access to the support of NACE** through the school membership
- **Identification and support** for underachieving pupils
- **Support** for talented pupils performing at a high level by the School Sports Co-ordinator
- **In addition**, each department will have subject specific provision laid out in the G and T policy for that department

Record Keeping:

At Toot Hill we keep a Register of all pupils who are deemed to be More Able and Aspiring. Staff are asked to make a note of these pupils in their records. This information is also recorded on class marksheets (SIMs) and there is a central copy on the Central Resource Library at the school.

The More Able and Aspiring leading teacher tracks the progress and performance of all pupils on the registers via the school Data Dashboard and through the use of DAPA. The data is updated three times each year at the normal assessment points for the year group and the register is updated accordingly.

Each department will also maintain lists of More Able and Aspiring pupils in their subject who are identified using subject specific criteria.

All data will be monitored in terms of gender bias. Any issues arising with regard to gender bias will be addressed by the Leading Teacher for More Able and Aspiring

The Role of Parents

We understand the support of all parents is crucial to improving Teaching and Learning at Toot Hill. It is important that the provision for More Able and Aspiring pupils is handled sensitively in such a way that we do not alienate parent and pupils who have not been identified but also we do not alienate the very pupils whose needs we are trying to meet. The approach to be adopted with regard to More Able and Aspiring provision is part of a whole school approach to shared information with parents with regard to teaching and learning provision at the school. The following approach is therefore encouraged.

- All parents are given the opportunity to be informed about More Able and Aspiring provision through information evenings and at teacher/parent review days.
- Parents are informed of mentoring programmes set up to help their child
- Parents are encouraged to be involved in mentoring More Able and Aspiring pupils
- Parents can nominate their child to be part of the provision

Pupils:

We believe that it is important to listen to and act upon what pupils say about their needs and what sort of help they would like. At Toot Hill we:

- Involve pupils in target setting, enabling them to express their feelings about the sort of help they would like.
- Encourage pupils to become involved in the enrichment activities available, often by personal invitations

- We may also arrange for a pupil to have mentoring sessions with an older pupil.

How we develop staff knowledge and skills:

All staff engage in Continuing Professional Learning in line with the school INSET policy. Training needs of staff are assessed by annual questionnaires. Evaluation forms are completed after all INSET events and the responses used to further tailor training to needs.

All More Able and Aspiring department representatives attend meetings each half term with the More Able and Aspiring lead teacher. All information is disseminated back to all staff through department meetings.

Over the past few years, the school has increased the provision for More Able and Aspiring by appointing staff with specific responsibility for the following areas:

- developing STEM pathways across the school
- enhanced careers advice and provision
- further development of pupil voice and the role of school ambassadors
- extending extracurricular opportunities such as Duke of Edinburgh Awards, National Citizenship Service
- Most recently, in July 2022, responsibility for the More Able now falls with a School Leader to demonstrate the commitment to our whole school ethos of challenge for all

The More Able and Aspiring leading teacher attends the annual NACE conference which provides updates on government strategies for suitable provision. The school was initially awarded the NACE Challenge award in June 2011, was successfully re-accredited in January 2016 and again in November 2019. Toot Hill School looks forward to their upcoming October 2022 visit from NACE in the hope of securing its fourth accreditation. More information about the award can be found at:

<https://www.nace.co.uk/page/challenge-award>

How we evaluate our More Able and Aspiring policy and provision:

The school's Governing Body has a duty to evaluate every year the provision Toot Hill School makes for pupils with gifts and/or talents and to report on that through the annual report to parents.

- PAT graphs are plotted for each years More Able and Aspiring cohort and percentage numbers of pupils calculated whose achievement is above the median quartile
- Fischer Family Trust data relating to A/A* achievement at GCSE is analysed on a subject basis
- Pupils and staff complete questionnaires on a yearly basis. Results are analysed and used to inform future provision
- Parents' views are sought at consultation meetings
- Pupils attending after school academies complete evaluation forms, the results of which are used to inform the planning of future provision.
- Pupils attending externally provided courses and visits complete a report back for publishing on the Gifted and Talented section of the school's website.

Attendance at after school academies and summer schools will be monitored for gender bias. Any imbalances noted will be addressed as appropriate.

Equality Duty

*This policy has been reviewed in the context of Equality Impact and assessed as:
Neutral*

This policy was last reviewed in: October 2022

Name of reviewer: Miss M Middleton, Associate School Leader