



# HENLEY-IN-ARDEN SCHOOL

*Achieving Excellence Together*

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<b>Name of Policy</b>	<b>More Able, High Attainer and Exceptionally Able Policy</b>	
<b>Lead</b>	Mr N Lunn; Mr J Roper	
<b>Governor Committee</b>	Teaching and Learning	
<b>Policy Status</b>	Updated	October 2022
	Governor Approved	Yes
	Date Governor Approved	November 2022
<b>Review Frequency</b>	3 Years	
<b>Next Review</b>	October 2025	

*Note: This policy is currently a working document as more able is a development area for the school, due to not enough focus on it in the last few years.*

# More Able, High Attainer and Exceptionally Able Policy

## Aims and intent

At Henley-In-Arden School, we believe that every child has the right to an education which enables and empowers them to reach their full potential academically, physically, spiritually, morally, socially, culturally and creatively.

All students have individual needs and personalisation is at the heart of our teaching and learning ethos. Pupils who are highly academically able and those who possess high levels of ability and potential in specific areas of the curriculum have specific needs that this policy sets out to address, to ensure that they are empowered to make accelerated progress towards the highest grades at GCSE and beyond.

At Henley-In-Arden School, we believe that each learner is an individual, and whilst more able students and high attainers have some characteristics in common, each student comes to school with their own personal set of challenges to face and opportunities to expand and enrich their learning. This policy will therefore also set out how we seek to remove barriers for more able pupils so that they can make the highest level of progress regardless of their background, race, ethnicity, sexuality, gender identity or religion or any other factors which may limit their progress.

## Definitions

In England and Wales, Ofsted and Estyn define the more able in terms of those whose progress and attainment significantly exceed age-related expectations.

At Henley-In-Arden School, we go beyond this definition, led by research and best practice shared by the National Association for Able Children in Education (NACE). NACE includes in their definition those pupils "who may be underachieving or whose skills and knowledge may extend beyond national measures of progress and attainment. This approach encompasses those learners already achieving and attaining to the highest grades/levels/outcomes, along with those who may currently be underperforming or who have barriers to their learning" (*Identifying more able learners: beyond the numbers*, NACE, July 2019<sup>1</sup>)

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<sup>1</sup> <https://www.nace.co.uk/blogpost/1764163/327555/Identifying-more-able-learners-beyond-the-numbers#:~:text=School%20policy%20for%20identifying%20more,and%20those%20from%20disadvantaged%20backgrounds.>

Following this advice, we have identified three broad groups:

### **More able (MA)**

Any student who has at any point in their school career shown consistently that they are able to perform in the top 20% of pupils nationally across a range of subjects. This includes students with GCSE targets of 7-9 (21.8% of pupils achieved this nationally in 2019), whose targets are based on their performance in KS2 SATs.

### **High attainers (HA)**

Pupils who are on track to attain a grade 7-9 at GCSE in a given subject. These pupils are not necessarily more able as they may have lower target grades (based on SATs performance) or only be a high attainer in specific subjects rather than across the board.

### **Exceptionally able (EA)**

Students who have demonstrated exceptional ability across a range of subjects. Exceptional ability is defined as those students who nationally would fall in the top 5% in terms of attainment. This roughly corresponds to grade 9 at GCSE (4.7% of students in 2019 achieved a grade 9)

### **Identifying MA, HA and EA pupils**

Early identification of MA, HA and EA pupils is important to ensure that every pupil is provided with every opportunity to be supported, stretched and challenged throughout their time at school.

KS2 SATs data is combined with analysis by the Fischer Family Trust (FFT) to determine students' GCSE target grades when they start at Henley in year 7. Those with targets from 7-9 across a range of subjects are immediately identified as more able and this information is stored on the school data system (SIMS). As a school, we use FFT 20 as our minimum expected progress (MEG) target and FFT 5 as our aspirational grade (ASG). These targets themselves are highly aspirational as they assume that our students will perform in the top twenty and five percent nationally, respectively.

In addition, teachers make use of continuous formative and summative assessment to identify high attainers within their subject areas, with work across the Arden Multi-Academy Trust (MAT) to ensure that summative assessments are robust and assess to the appropriate high level of challenge.

Data on high attainers is regularly reviewed by the Director of Teaching and Learning, and if a student is identified as a high attainer across a range of subjects, they are added to the more able list.

## **Advice for teachers, school staff and parents on identifying MA, HA and EA pupils.**

Classroom teachers are the best qualified to identify those pupils who show exceptional or high ability in their curriculum area, and the behaviours, characteristics, knowledge and skills of MA, HA and EA pupils will vary from subject to subject. However, some common characteristics include:

- Acquiring and mastering new skills and knowledge at a faster rate than other learners
- Asking probing, precocious questions
- High verbal and written linguistic fluency, including with high-register vocabulary (Tier 2 and 3 words)
- Excellent critical thinking and reasoning skills
- The ability to remember large amounts of information and lots of detail over a prolonged period (retrieval and recall of knowledge)

## **Teaching and learning interventions to support our MA, HA and EA pupils**

Within the classroom and through home learning, there are a number of ways teachers and support staff at Henley-in-Arden School support our MA, HA and EA pupils to achieve maximum progress.

A toolkit of strategies is attached as an addendum to this policy. The toolkit is an amalgam of best practice identified across school by teaching staff and research findings from NACE. Each teacher has a copy for reference in their black planning folder and different aspects of the toolkit are regularly visited through continual professional development (CPD).

## **Supporting MA, HA and EA pupils with specific characteristics**

As with any group of pupils, MA, HA and EA pupils have varied backgrounds and characteristics. As part of our commitment to personalisation at Henley-in-Arden school, we ensure staff are made aware of pupils varying needs and are armed with the strategies and tools they need in order to personalise learning approaches and enable these pupils to thrive. Characteristics that staff particularly focus on include, but are not limited to: socio-economic disadvantage (including free school meals and pupil premium); Special Educational Needs and Disabilities (SEND); race; religion; sexuality; gender; and gender identity.

## **Extra-curricular opportunities for MA, HA and EA pupils**

At Henley-In-Arden School, we endeavour to ensure that our extra-curricular offer caters to the needs of every pupil, including our MA, HA and EA pupils. To do this, we ensure extra-curricular activities raise aspirations, broaden horizons and provide opportunities for challenge outside of the classroom.

Our extra-curricular offer therefore includes links with Oxford colleges, after-school masterclasses, and clubs and trips.

## **Glossary**

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### ***NACE***

The National Association for Able Children in Education.

# Teaching more-able and high attainers toolkit

<p><b>Curriculum, lesson time and extracurricular</b></p> <ul style="list-style-type: none"><li>• Bringing forward higher-level knowledge and skills and teaching them earlier in SOL</li><li>• Building time where more able and high -attainers are the focus and others work independently</li><li>• Enabling students to move on at their own pace in lessons</li><li>• Intervention after school focused on pushing most able (master classes, drop-in clinics)</li></ul>	<p><b>Modelling</b></p> <ul style="list-style-type: none"><li>• Analysing, deconstructing and -co constructing model answers for grades 8 and 9 (I do, we do, you do)</li><li>• Scaffolding right to the top then gradually reducing</li><li>• Providing more support to get high -attainers ready for green -pen re-drafts to improve quality of green pen response</li><li>• Identifying topic or skill experts in each department who students can go to for support</li></ul>
<p><b>Mastery</b></p> <p>Embedding the concept of mastery as a means of challenging high -attainers to:</p> <ul style="list-style-type: none"><li>• Show a greater depth of knowledge;</li><li>• Demonstrate knowledge using the correct vocabulary and the correct formal register (including orally);</li><li>• Retain information forever (cognitive science);</li><li>• Avoid “silly mistakes” .</li></ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"><li>• Building fluency in higher -register tier 3 words so that a greater number of resources become accessible to high -attainers</li><li>• Setting flipped learning or research projects for homework</li><li>• Signposting further reading</li><li>• Teaching our motivated high -attainers how to optimise their revision</li></ul>