

THE SACRED HEART LANGUAGE COLLEGE



More Able Policy

**Confident in God's love for us,
we commit ourselves to His service**

Spring 2023

Context

Our mission statement is encapsulated in our belief that 'Confident in God's Love for Us, we commit ourselves to his service'. At The Sacred Heart Language College we are committed to ensuring that all are of equal worth, secure in the knowledge that all are created in Christ's image. Our actions are governed by our living testament to the Gospel values of justice, fairness, respect and equality. These beliefs underpin our commitment to disability equality.

The Sacred Heart Language College believes that all students: should have the right to feel safe, secure and cared for, and should have access to appropriate support, care and education which includes the support to manage their emotions and their behaviour including taking account of, and for their responsibilities.

Policy Ratified by Governors

16th March 2023

Signed:



Maria Barrett, Chair of Governors

Policy to be Reviewed Spring 2026:

POLICY STATEMENT

“The Catholic Church firmly holds that it is the entitlement of every child to experience excellence in teaching and this underlines the school’s responsibility to develop the potential of every pupil.”

“The search for excellence is seen as an integral part of the spiritual quest.”

(Our Catholic Schools – Westminster Diocese)

This document is a statement of the aims, principles and strategies which are used to provide for the needs of our more able, gifted and talented pupils.

The Sacred Heart Language College is a high achieving 11-16 all girls Catholic school in the London Borough of Harrow. The importance of equal opportunities for all, together with our Catholic vision, leads us to focus on the uniqueness of every pupil.

We believe that it is vital that all pupils achieve their full potential and our definition of ability recognises academic, practical, creative, musical, physical, social, spiritual and moral development.

The term ‘More Able’ is used to identify those pupils who have not only achieved highly in KS2 SATs and CATs but and who have shown a particular gift or talent in specific subject areas. We believe our approach is an inclusive one which focuses on a wider group of pupils than are identified in many schools.

AIMS

- We aim to create appropriate opportunities to challenge, support and encourage **all students** in an environment which celebrates excellence
- We believe that supporting the needs of gifted and talented pupils is part of raising achievement for **all pupils**
- We aim to provide opportunities for all of our pupils to display and extend their abilities and talents
- We aim to be inclusive in our approach and sensitive to the possible impact of labelling a group of pupils as More Able
- We do not publically identify pupils as More Able, but use identification as a means to challenge and support pupils in school
- We aim to provide differentiated teaching and learning experiences for all
- We aim to develop the leadership skills of pupils and support their personal and social development
- We aim to identify and work with More Able pupils who are underachieving

IDENTIFICATION

The most able pupils in each year group are identified using a variety of different types of information:

- Prior attainment data and information passed on by primary schools
- CATs tests taken by all pupils when they arrive in year 7
- Teacher assessment and recommendation
- Internal assessments

Every year a new 'More Able' register is produced and the pupils are identified on SIMS as a reminder to staff to ensure there is challenge in the curriculum to meet the needs of all.

In addition, departments are asked to specify what skills and aptitudes a 'more able' child would exhibit in their subject areas and SIMS is used to identify such pupils who may not appear on the whole school 'More Able' register.

The information regarding which students have been identified as 'More Able' is recorded by teachers and used to inform lesson planning, target setting and the drafting of interventions where under-achievement has been detected.

PROVISION

Provision both in and out of the classroom for those identified as 'More Able' includes:

- Enhanced Learning Curriculum
- Enrichment
- Differentiated activities including homework
- Challenge in lessons
- Visits
- Working with others of like ability
- The setting of 'aspirational targets'

Enrichment and partnership activities include:

- School Trips
- Music and Sporting opportunities
- Theatre trips
- Extra-curricular school clubs, e.g. STEM Club
- Revision Classes
- Duke of Edinburgh
- Participation in the UK Maths Challenge
- Carnegie Medal awards are shadowed by a group in the school every year
- Curriculum Challenge Days at North London Collegiate School for years 7, 8 and 9
- Key Stage 4 visit to St John's College, Oxford

EVALUATION, MONITORING AND REVIEW

At departmental level, individual subject teachers and Heads of Department are responsible for the evaluation and assessment of the provision offered. Teacher recommendations are sought every year and so the names on the 'More Able' register are reviewed and updated.

External data is evaluated in relation to the data produced by the school and is considered in relation to assessment, reporting and target setting.

The performance of 'More Able' pupils is monitored regularly through the progress reports, in which the Heads of Department and Directors of Study analyse progress, attitude to learning and homework. In these reports, staff identify the pupils who are under achieving or whose attitude to learning and homework is a cause for concern, outlining the interventions that will be taken to bring about improvement.

An Assistant Headteacher is currently responsible for the implementation and monitoring of this policy.

This policy will be reviewed by the local governing body every three years.