



Broadway Academy Policies

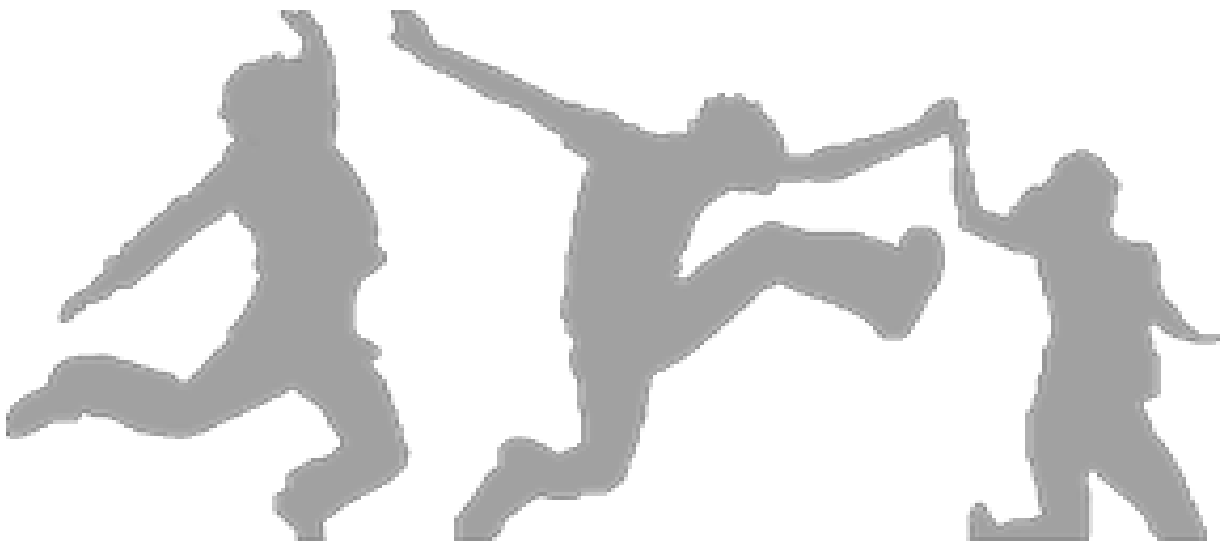
Our Children. Our Community. Believe it can be done!

More Able Policy

Approved by: Deep Academics Committee

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Contents

	Section	Page
1	Introduction	2
2	Policy aims and objectives	2
3	Identification of more able students	2
4	Provision and support	3
5	Monitoring and evaluation	3
6	Staff training and development	4
7	Parental involvement	4
8	Compliance with statutory requirements	4
9	Policy review	4
10	Definitions and codes	4

1. Introduction

At Broadway Academy we are committed to providing a learning environment that recognises and nurtures the abilities of all students, including those identified as more able. We believe that students with high levels of ability or potential deserve to be appropriately challenged and supported to achieve their full potential, whether in academic subjects, the arts, sports, or other areas of exceptional skill.

2. Policy Aims and Objectives

- To identify students who demonstrate exceptional ability or potential using a clear and fair process.
- To provide differentiated learning opportunities that challenge more able students to achieve their best.
- To ensure that the needs of more able students are met through a combination of classroom differentiation, enrichment activities, and personalized learning plans.
- To support subject-specific talent while recognizing that students may not excel uniformly across all areas.
- To involve parents, staff, and students in the identification and support process.

3. Identification of More Able Students

3.1 Whole School Identification

- KS2 Data: Students will be identified as more able if they have achieved a score of 115 or above in their Key Stage 2 (KS2) standardized assessments. These students will be placed on the whole school More Able (MA) list which will be available on SMID.
- Teacher Assessment: Students who have not met the KS2 score criteria may still be considered for the More Able list if their effort, attainment, and potential indicate they can achieve Grade 7 or above at GCSE levels or equivalent for BTEC courses. Teachers may nominate these students based on classroom performance, internal assessments, and professional judgment.
- Whole School sixth form students will be identified as those who have an average Grade score of 7.5 or above
- Other students will be identified in 6th form by teacher nomination.
- Students can nominate themselves but will need to have evidence justifying their admission into the MA programme

3.2 Subject-Specific Identification

- Some students may exhibit exceptional ability in specific subjects but may not meet the criteria for the whole school More Able list. These students will be recognized on a subject specific More Able (MA) list, which allows for targeted support and enrichment in the areas where they excel. This

information should be shared with the school data handler who will update this list on SMID for specific subjects only.

- Specific coding will be used for subjects:
 - MAA More Able in Art.
 - MAPA More Able in Performing Arts.
 - MAS More Able in Science.
- These subject-specific codes ensure that students' talents are nurtured in the areas where they can shine, without being disadvantaged by their performance in other subjects.

4. Provision and Support

4.1 Differentiated Learning

Teachers are expected to differentiate their lessons to cater to the needs of more able students, providing opportunities for extension work, higher-order thinking, and independent learning projects. Lessons should aim to teach to the top and allow other students who are not MA to also make progress.

4.2 Enrichment Opportunities

More able students will have access to a range of enrichment activities, including extracurricular clubs, competitions, masterclasses, and partnerships with external organizations. These opportunities are designed to stretch their abilities and expose them to new challenges.

4.3 Personalized Learning Plans

Whole school More able students will meet with More Able Co-ordinator at the beginning of each half term and targets will be set live IEP. Class teachers will be expected to set targets via live IEP.

Subject specific progress will be analysed via RAPS – MA section has been added into RAPS for this process and HODs will be expected to carry out DAPS for MA students

Subject specific More Able students will be expected to sit with their specific subject teachers at the beginning of the term to set out targets for the term.

5. Monitoring and Evaluation

5.1 Tracking Progress

The progress of more able students will be closely monitored through regular assessments and teacher observations. This will ensure that they are meeting their potential and that any additional support or challenges are provided as needed. Furthermore, Live IEPs will be updated termly. RAPS will be completed based on their specific subject progress 8 scores and DAPS will form part of the evaluation process.

All MA students will be updated on SMID where teachers can access their data per subject as well as whole school

5.2 Staff Responsibility

The list of more able students, both whole school and subject-specific, will be made available staff by the data lead via SMID. Staff are responsible for making suggestions for their specific subject. Staff should inform data managers via email and CC in the More Able Co-ordinator. The Data manager will update these lists on SMID to ensure accurate and up-to-date records.

A system of codes will be used to denote more able students, with "MA" indicating whole school more able and subject-specific codes such as "MAA" or "MAPA" used for specific talents.

6. **Staff Training and Development**

- 6.1 All staff will receive regular training on how to identify and support more able students. This will include strategies for differentiation, enrichment, and tracking progress to ensure the effective implementation of this policy. Training will be offered.
- 6.2 It is advisable to have up to two visitation per year from NACE in order to enhance teachers' understanding of teaching to MA
Within departments, where possible, teachers should join subject specific NACE tutorials and feedback to department.

7. **Parental Involvement**

Parents will be regularly informed about their child's inclusion on the More Able list and the support provided. They are encouraged to collaborate with the school to support their child's learning and development at home.

8. **Compliance with Statutory Requirements**

This policy complies with the Equality Act 2010, ensuring that no student is discriminated against based on their ability or background. It also aligns with Ofsted's framework for inspections, which evaluates how schools support more able students.

9. **Policy Review**

This policy will be reviewed annually to ensure its continued relevance and effectiveness. Feedback from students, parents, and staff will be used to make any necessary adjustments.

10. **Definitions and Codes**

- MA: Whole school More Able.

List of the More Able (MA) codes organised alphabetically by code:

- MA: Who school More Able
- MAA: More Able in Art and Design
- MAAC: More Able in Accounting
- MAB: More Able in Biology

- MABU: More Able in Business Studies
- MAC: More Able in Chemistry
- MACIT: More Able in Information and Communication Technology (ICT)
- MACL: More Able in Classical Civilisation
- MACS: More Able in Computer Science
- MAD: More Able in Drama
- MADS: More Able in Design and Technology (Systems & Control)
- MADT: More Able in Design and Technology
- MAE: More Able in English
- MAED: More Able in Engineering Design
- MAECO: More Able in Economics
- MAEL: More Able in English as a Second Language (ESL)
- MAENG: More Able in English
- MAF: More Able in French
- MAFD: More Able in Food Preparation and Nutrition
- MAFM: More Able in Film Studies
- MAGE: More Able in German
- MAGG: More Able in Geography
- MAH: More Able in History
- MAHS: More Able in Health and Social Care
- MAI: More Able in Italian
- MAL: More Able in Latin
- MAM: More Able in Mathematics
- MAMS: More Able in Media Studies
- MAP: More Able in Physics
- MAPA: More Able in Performing Arts
- MAPE: More Able in Physical Education
- MAPH: More Able in Philosophy
- MAPO: More Able in Portuguese
- MAR: More Able in Religious Studies
- MAS: More Able in Science (General)
- MASP: More Able in Spanish
- MAST: More Able in Statistics
- MATX: More Able in Textiles
- MAMU: More Able in Music

These codes can be used within the school's systems to easily track and support more able students in each subject area.

These codes will be used within the school's data management system to ensure that all staff are aware of the students' abilities and the support they require.

This policy ensures that all students with exceptional abilities are identified, supported, and challenged, fostering an environment where they can achieve their full potential.