



Holy Cross

CATHOLIC HIGH SCHOOL

More Able Learners Policy

Principles and Values

The school will strive to ensure that all More Able Learners are entitled to receive the support and challenge necessary to help them to develop their full potential and live life to the full. We recognise the importance of the individual and want to nurture and develop a wide range of talents and abilities. In addition we are committed to developing pupils' social, moral and spiritual elements in order to educate them as the whole person, made in the image and likeness of God.

More Able Definitions

'Demonstrating very high academic potential in many different subject areas'.

A pupil is identified as able if they have a Cognitive Ability Test mean score of 120+.

Identification criteria?	Determined centrally by the school
Who identifies?	Centrally by the school
Where are the lists of students?	SIMS and SISRA
Proportion of each year group?	Depends on academic profile of year group but approximately 10-15 per year.

Provision for all MAL pupils in lessons

It is the responsibility of HODs to ensure that teachers in their subject are aware of the MAL pupils and are challenging them accordingly. The HODs are responsible for ensuring that schemes of learning and resources make effective provision for challenging and stretching MAL pupils. HODs should also provide evidence of MAL in their Department Development Plans. Class teachers have a responsibility for the progress of all pupils that they teach. They must be aware of MAL pupils in their classes, ensure that they are appropriately challenged, and that they make sufficient progress.

Enrichment

Enrichment activities are those that present challenge to MAL pupils outside of the normal curriculum. These may take place at school when the pupils are taken off timetable for a dedicated time or off site where students visit facilities or institutions where activities that foster aspiration are organised. It is imperative that MAL pupils experience an element of competition and (occasionally) failure. These pupils need to be challenged in order to develop the capacity for tenacity that will serve them in further or higher education or career settings. Opportunities will be identified and attended according to the following criteria:

- Will challenge, inspire or provide competition
- Provides value for money
- Provided by qualified personnel and organisations
- Matches MAL students' aspirations and needs
- Does not compromise other curriculum activities, exams, or exam preparations
- Departmental activities can be organised with minimal intervention from MAL Co-ordinator
- Student feedback should be sought and collated wherever possible

Home Contact and Student Profiles

The SLT Link and MAL co-ordinator will decide on the nature of informing parents, eg that their child has been selected for a master-class extra-curricular visit.

Monitoring and Intervention

MAL students will be monitored through the usual departmental tracking processes to ensure that they are making at least expected progress within each subject area. HODs will be responsible for monitoring progress.

Work Scrutinies, Learning Walks and Audits

The MAL co-ordinator will use these to monitor the progress of MAL pupils as needed and to report to the SLT link on findings.

Student Voice

The MAL co-ordinator will ensure that pupil voice is taken into consideration when policies and strategies are being reviewed, eg what teaching learning activities they feel are effective.

Key Staff

Headteacher	To guide MAL strategy in line with whole school aims. Lead and manage the SLT link.
SLT Link	To raise awareness of MAL at whole school level. To communicate between the governing body and the MAL Co-ordinator.
MAL Co-ordinator	To drive and implement MAL policy. To raise the profile of MAL within school. Provide opportunities to develop Able pupils' aspirations through appropriate enrichment opportunities.
Subject Leaders	To identify Most Able pupils within their department. Ensure that these pupils are catered for effectively in the classroom and through schemes of learning and resources.
Class teachers	To be aware of MAL pupils in their class and stretch and challenge them effectively and help them to reach their full potential.
Head of Year	To be aware of MAL pupils, to monitor progress and commitment to support academic and pastoral interventions as required.
Form tutor	To be aware of MAL pupils in their form and provide pastoral support and academic guidance.

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