Policy for More Able Students

Date approved: 4 March 2026

Review cycle: Annual; March 2027

Party responsible: Deputy Headteacher, Student Committee

Linked policies: Literacy Policy, Assessment Policy

Source material:

- [Classroom Quality Standards](#)
- [Institutional Quality Standards](#)
- [Support for More Able and Talented Children in Schools (House of Commons paper)](#)

Aims

The Swanage School aims to:

- Have a clear understanding of the needs of all students, including those of high ability.
- Use and evaluate distinctive teaching approaches to engage and support all students
- Raise expectations and increase the challenge for academically more able students through rigorous lesson planning and teaching.

Definition

More able students are those with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Key points

1. All staff know which students are identified as more able in their subject.

2. Students are given appropriately adapted work in lessons and out of class learning. For example, where such work includes research, the students will be asked to use the information gained by such research to solve problems or demonstrate their high-level thinking skills in reasoned responses.

3. Additional learning opportunities are provided to allow students to develop in areas where they have been identified as more able. These opportunities are monitored for effectiveness and (where appropriate) for links with the rest of the curriculum. For example, these may include external visits, visits to the school from external experts, twilight or additional sessions in curriculum time for additional GCSE subjects, and entry into relevant competitions. Such provision is not limited to more able students, but all students choosing to participate should be prepared for a challenging pace of learning.

4. If a more able student is at risk of not achieving their potential, a programme of intervention will be put in place. This is student-specific but can include: working with parents; mentoring; coaching; additional study support; leadership opportunities, with the aim of developing self-belief and learning resilience - to stimulate a 'can-do' approach to learning to a 'will do' confidence.

Planning and assessment

a) Planning

Contextual information which identifies students of different abilities and learning needs is available on the school MIS system Arbor and the data tracking system 4Matrix

Lessons will be planned so that work is matched to the needs of individuals and groups in order to ensure effective learning with the right balance of challenge and accountability for all students:

Plans will include:

- recall and retrieval activities
- opportunities for investigative tasks which can extend the more able
- clear objectives and learning outcomes for students of all abilities
- adapted learning activities where appropriate.

b) Assessment

The Swanage School's rigorous procedures for assessment, monitoring and tracking will be used to

- inform planning, provide students with good feedback and inform teaching and facilitate learning
- provide data to enable student progress and determine the requirements for student-specific intervention.

Arrangements for monitoring and evaluation

The effectiveness of the policy for more able students will be monitored, evaluated and reviewed both day to day and more strategically:

1. Ongoing monitoring:

   - Informal feedback from students

   - Implementation of intervention specifically focussed on academically able students

   - Lesson observations

   - Sampling of students' work

   - Discussions between members of staff

   - Feedback from parents

   - Student progress in lessons.

2. Strategic monitoring and evaluation:

   - Analysis of SATs testing on entry (Standard Assessment Tests)

   - Analysis of student summative assessment data, termly

   - Written and verbal feedback from students, termly

   - Review of The School and Departmental Development Plans, annually.

The Governing Body will review this policy every year and assess its implementation and effectiveness.