



More Able Philosophy

In the past, we have treated schools as talent refineries. The job of schools was to identify talent, and let it rise to the top. The demand for skill and talent was sufficiently modest that it did not matter that potentially able individuals were ignored. **The demand for talent and skill is now so great, however, that schools have to be talent incubators, and even talent factories. It is not enough to identify talent in our schools any more; we have to create it.**

Dylan Wiliam

Learning without Limits

Intelligence is not fixed, all children have a base level, some being brighter than others but intelligence is malleable. Any person can become more intelligent. This is achieved through effort, application and focus. All students should be stretched and challenged no matter their ability level. Teachers must be aware of the most able pupils in their class at any given moment.

This can be informed by;

1. Knowledge of the individual and whole class – recorded in planning
2. KS2 data clearly defined categories – lower, middle, upper (L/M/U)
RAISEonline (L drive – Targets 2013-2014)
3. Departmental assessments – recorded on the traffic lights / reports
4. More able year group spreadsheets, ranking students by average of working at grade, focus on approximately the top 10% of each cohort.
(Interim or end of key stage exams used)
5. Head of year tracking of top 10% of year group based on attitude to learning.
6. Literacy tests, such as Vernon spelling – results to be put into a rank order and shared with staff.

End of key stage exam results – KS4 and KS5