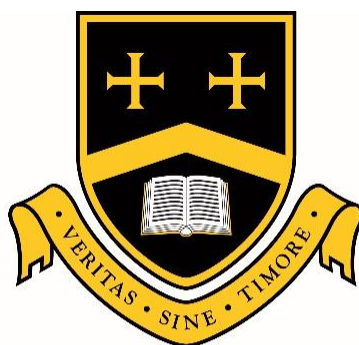


More Able Learners Policy



CATERHAM
SCHOOL

Policy Author:	Sam Webster, Assistant Head (T and L)
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More Able Learners Policy

Overall philosophy for MALs

The Academic Extension Programme is designed to support all students, but in particular More Able Learners, in fulfilling their intellectual and academic potential whilst challenging them beyond the normal curriculum, making the most of the opportunities available to them in and out of school. If a student is included in this programme, they are encouraged to take a leading role in the intellectual life of the school by:

- Leading discussions and activities in the classroom, setting a positive example
- Being involved with at least one academic co-curricular activity
- Undertaking extension activities in class and for homework
- Developing further stretch and challenge opportunities with teachers

Stretching themselves beyond the normal curriculum by:

- Setting self-targets for academic extension
- Having regular group or individual sessions with one of our three Enrichment Tutors
- Attending Academic Enrichment clubs, societies, trips or workshops
- Participating in the evening programme of CAT Talks
- Undertaking reading from the resource lists provided by both Heads of Department and the Librarian
- Entering internal and external competitions
- Participating (for some year groups) in the enrichment course run by one of the Enrichment Tutors; Senior Arts & Humanities, Senior Science & Maths, Junior)

Identification

In First to Fifth years, a pupil is identified by fulfilling at least one of the following three criteria: having an academic scholarship, attaining a Midyis or Yellis score of 130 or more, or achieving in the top 15% of the year in their end of year exams. In some cases pupils may also be included on the specific recommendation of teachers.

For Sixth Formers, pupils are included if they achieved an average GCSE score of 8.25 or more. If pupils do not have GCSEs, we use a combination of their Alis score alongside teacher recommendations. The list is assessed regularly on the basis of academic performance and engagement.

Scholarship Societies

All scholars and other MALs are invited to join the weekly Scholarship Societies that run every year from First Year to Lower Sixth (Upper Sixth enrichment is under the umbrella of Oxbridge and other Early Applicant programmes). Scholarship Societies are overseen by the three Enrichment tutors but staff from across the academic spectrum contribute to the sessions.

Pupils not identified as MAL can still attend these sessions if they wish to.

Normal lessons

Every department makes provision for MALs in their Schemes of Work and day-to-day lesson planning. A number of subjects are set from an early stage to facilitate challenge for the more able. Small class sizes, particularly at A Level, are also a factor in stretching these pupils.

Outside of lessons

There are a huge number of opportunities in the co-curricular timetable (please see separate documentation).

Additionally, all year groups have the opportunity to enter a piece of research for one of the three Independent Research Project competitions. Further opportunities are involvement in the schools' magazines and publications, writing and producing their own film to add to the Academic Shorts series, and participating in internal (e.g., the Spivey Essay Prize) and external competitions (e.g. essay writing, Olympiads, debating).

There is also a comprehensive programme for pupils applying to Oxbridge and for prospective Medics / Dentists / Vets that runs from January to December every year. This involves enrichment seminars, talks, practice admissions tests, mock interviews and subject-specific workshops.

The role of the Enrichment Tutors (2 x Senior (Fourth to Upper Sixth), 1 x Junior (Prep Y5 and 6 and First to to Third Years)

Key responsibilities:

- To devise and implement a programme of academic enrichment for our more able learners, including our academic scholars
- To develop and run a programme of activities, seminars and speakers which promote academic discussion and scholarship for our pupils in the round (Scholarship Societies)
- To be a major contributor to the preparation programme for leading universities, such as Oxford and Cambridge, and play a leading role
- To oversee the preparation of the pre-interview tests for universities (Cambridge, Oxford, Imperial, Warwick, Durham etc), and organising their practice internally.
- To oversee and analyse data for each Oxbridge cohort, including the collation of feedback from the candidates.
- To encourage and oversee collaboration between elements of the above programme in the Sixth Form, ensuring that there is synergy and consistency between the departments
- To sit on the Oxbridge Panel
- To work collaboratively with the Prep school with the most able learners in years 5 and 6 of our Prep School
- To initiate and oversee collaborative enrichment opportunities with our feeder schools and our partner schools, such as those in the East Surrey Learning Partnership.

- To identify, promote and facilitate opportunities for our most able pupils to enter local, national and international competitions
- To liaise with the Assistant Head (Teaching and Learning) to support the work of extension clubs
- To ensure that the library and other resource areas (such as Firefly) have sufficient and appropriate materials to stretch and challenge the most able and ambitious pupils

Impact of MAL initiatives

The effect of all the programmes outlined above is assessed in a variety of ways; The provision for More Able Learners in the classroom forms part of the whole school drop-in and lesson observation programme. MALs also provide direct and regular feedback through their meetings with Enrichment Tutors and the Assistant Head (Teaching and Learning). Heads of Year and the Enrichment Tutors track MALs using data from internal exams results and interim grades.