



More Able Programme.



It is crucial that our most able students fulfil their potential. We need to harness the talents of these students so that they can become the next generation of business, intellectual and political leaders. If we succeed, it will benefit not only them as individuals but our country as a whole.

**The most able students: an update on progress since June 2013
March 2015; No 150034**

The More Able Programme here at the Bulmershe school is designed to support our More Able students to achieve the very best they can. The programme will allow them to develop both academically and personally to be ready to take a place in their chosen career at the highest level with pride and confidence.

What is the More Able Programme?

The Programme has a series of Strands that will be addressed with the students as the Year progresses.

Currently the programme is being offered to students from Years 7- 9 and 12-13. It is expected that all students will be involved by Sept 2016. Students will be given a Passport (a copy of which can be found on the website) to record their progress in the various strands. The Passport also contains extra information for students.

The Tracking and Assessment Strand



- This will be addressed using Higher Level Tasks.

Bloom's Taxonomy

Higher Order Thinking

↑
Create
Evaluate
Analyse
Apply
Understand
Remember

Lower Order Thinking

- Students have a chance to record and discuss their progress at each tracking period.



The Self Development Strand.



Within this strand the school has developed 2 awards

- The More Able Leadership Award.
- The More Able Stretch and Challenge Award.
- The leadership awards are available at a number of levels with Level 1 being the first stage (generally undertaken by Year 7 students) through to Level 7 (generally taken by 6th form students).
- Students are however not restricted to the level for their particular Year group.
- The More Able Stretch and Challenge award will be presented to students who collect evidence against each of key areas.
- Details of each award are given at the back of the passport.

Careers Strand.



- Students will be introduced to a range of opportunities to enable them to think about careers and begin to research areas of interest throughout the Year.
- Records of Career sessions should also be kept in the Careers section of the passport.

Mentor Strand.



- Students will have the opportunity to meet a mentor on a termly basis,
- Many students may also have the opportunity to mentor a younger student.
- Records of the discussions should be kept in the 'Mentor' section of the passport.

Self Review

Understanding myself.

1) Complete the self-assessment form online.

<https://d3jc3ahdjad7x7.cloudfront.net/spokaLTFBEADL9JnMd7njd96nyp7YNgICG2tLjWifcl7GP.pdf>

2) Complete your about me table.

Name:	Year group	Tutor
More Able Team:		
Mentor:	Mentor:	
Subjects I am most interested in.	Subjects I am best at.	
Clubs/ Interests outside School:		
Clubs/ Interests inside School:		
My personality type		

My Strengths

My Areas for development

What do you do to support your strengths?

What do you need to be aware of about yourself?

What are your ambitions or goals.

Other Information.

Record of Evidence for Stretch and Challenge Award

Date	Internal/ External	Evidence	Comments.

Record of Mentor Discussions.

Date:	
Mentor:	
Discussion record.	
Positives:	Targets.

Date:	
Mentor:	
Discussion record.	
Positives:	Targets.



Record of Mentor Discussions.

Date:	
Mentor:	
Discussion record.	
Positives:	Targets.

Date:	
Mentor:	
Discussion record.	
Positives:	Targets.



MORE ABLE LEADERSHIP AWARD.

Level 1 (Year 7)
Establish a team within the Year group.
Meet regularly with mentor group to discuss progress against targets.
Work with a Primary School to share information and ideas.
Level 2 (Year 8)
Establish a team within the Year group.
Meet regularly with mentor group to discuss progress against plans.
Work with a Lower Year group or Primary School to share information and ideas.
Level 3 (Year 9)
Establish a team within the Year group.
Meet regularly with mentor group to moderate plans and discuss progress against targets .
Work with a Primary School and/or lower Year group to share information and ideas.
Level 4 (Year 10)
Establish a team within the Year group.
Mentor an individual from a lower Year group.
Meet regularly with mentor group to review and moderate plans and discuss progress against targets
Work with a Primary School and or lower Year group to share information and present ideas.
Level 5 (Year 11).
Establish a team within the Year group.
Mentor a lower Year group.
Meet regularly with mentor group to review and moderate plans and discuss progress against targets
Work with a group to plan a stretch and Challenge activity for a lower years
Meet with group leaders and monitor progress of the activity.
Discuss any issues with Mentor.
Level 6 (Year 12).
Establish a team within the Year group.
Mentor a group across KS3 or KS4.
Develop a programme with the mentor group. Set goals, targets and timings.
Meet regularly with mentor group/ lead to review and moderate plans and discuss progress against targets .
Work with mentor group to plan and deliver a stretch and Challenge activity.
Schedule meetings and track progress of the activity.
Mentor an individual from a lower Year group.
Level 7 (Year 13).
Establish a team within the Year group.
Mentor a group across all years..
Work with yr 12 to develop a programme with the mentor group. Set goals, targets and timings.
Meet regularly with mentor group lead to review and moderate plans and discuss progress against targets .

More Able Leadership award

	Evidence to gather	Success Criteria
Level 1 (Year 7)		
Establish a team within the Year group.	Year group team identified	Available ion More Able folder.
Meet regularly with mentor group to discuss progress against targets.	Your mentor will help you Complete a term Plan. Record dates of meetings in advance. Fill in meeting record sheet.	Term Plan is Completed. All meetings are put on calendar. Meeting record sheets all complete.
Work with a Primary School to share information and ideas.		Have been part of a Primary support team.
Level 2 (Year 8)		
Establish a team within the Year group.	Year group team identified	Available ion More Able folder.
Meet regularly with mentor group to discuss progress against plans.	Your mentor will help you complete a term Plan. Record dates of meetings in advance. Fill in meeting record sheet.	Term Plan is Completed. All meetings are put on calendar. Meeting record sheets all complete.
Work with a Lower Year group or Primary School to share information and ideas.		Have been part of a Primary support team.
Level 3 (Year 9)		
Establish a team within the Year group.	Year group team identified	Available ion More Able folder.
Meet regularly with mentor group to moderate plans and discuss progress against targets.	Review term plan and help to set short term targets. Complete a term Plan. Record dates of meetings in advance. Fill in meeting record sheet.	Term Plan is Completed. All meetings are put on calendar. Meeting record sheets all complete.
Work with a Primary School and/or lower Year group to share information and ideas.		Have been part of a Primary support team.
Level 4 (Year 10)		
Establish a team within the Year group.	Year group team identified	Available ion More Able folder.
Mentor an individual from a lower Year group.		
Meet regularly with mentor group to review and moderate plans and discuss progress against targets .	Review term plan and help to set short term targets. Complete and review a term Plan. Record dates of meetings in advance. Fill in meeting record sheet.	Term Plan is Completed. All meetings are put on calendar. Meeting record sheets all complete.
Work with a Primary School and or lower Year group to share information and present ideas.		Have been part of a Primary support team.
Level 5 (Year 11).		
Establish a team within the	Year group team identified	Available ion More Able

Year group.		folder.
Mentor a lower Year group.	Identify team. Record attendance/ participation of students.	Team recorded in record book.
Meet regularly with mentor group to review and moderate plans and discuss progress against targets .	Review term plan and set short term targets. Complete and review a term Plan. Meet with 6 th form mentor regularly to review progress. Record dates of meetings in advance. Fill in meeting record sheet.	Term Plan is Completed. All meetings are put on calendar. Meeting record sheets all complete.
Work with a group to plan a stretch and Challenge activity for a lower years	Work with Year 12 to Plan activities.	
Meet with group leaders and monitor progress of the activity.		
Discuss any issues with Mentor.		
Level 6 (Year 12).		
Establish a team within the Year group.		
Mentor a group across KS3 or KS4.		
Develop a programme with the mentor group. Set goals, targets and timings.	Work with Year 13 and 11 to establish a programme for the year.	
Meet regularly with mentor group/ lead to review and moderate plans and discuss progress against targets .	Calendar regular meetings	Meeting records retained.
Work with mentor group to plan and deliver a stretch and Challenge activity.	Work to devise projects, set goals and tragetes. Set long medium and short term goals.	Record book shows clear planning and progress towards goals.
Schedule meetings and track progress of the activity.		
Mentor an individual from a lower Year group.		
Level 7 (Year 13).		
Establish a team within the Year group.		
Mentor a group across all years..		
Work with yr 12 to develop a programme with the mentor group. Set goals, targets and timings.		
Meet regularly with mentor group lead to review and moderate plans and discuss progress against targets .		
Mentor an individual from a lower Year group.		
Mentor an individual from a lower Year group.		

During the Year students will be provided with opportunities to gather evidence towards these awards.

More Able Stretch and Challenge Award

	Evidence to gather	Success Criteria
HL assessment attainment.	Use the tracking sheet to plot your progress.	Tracking sheet is completed.
Extended Project	Carry out one EP per term, include a summary of your feedback.	Feedback summary is completed.
Assembly	Be part of an assembly. Evaluate the experience.	Evaluation form is completed
Competitions entered.	Enter at least one competition per term. Ask departments for ideas.	Track the competitions entered with dates in your competition tracker.
Awards within School	Monitor any achievements or awards in school.	Aim to be awarded with at least 5 stretch stickers per term.
1 to 1 Career Discussion	Work with your mentor to discuss careers and look at routes to the best courses.	Complete your Career Plan sheet.
Trips and experiences outside of school.	Make the most of opportunities within various subject areas to go on trips to enhance your enjoyment and understanding.	Keep a record of any trips you attend and evaluate them in your Trip Tracker.
In school activities.	Attend Clubs and societies. Take part in a lesson for a higher year group. Take part in a department discussion group.	Log all your activities in your Activity Tracker.
ISSP opportunities.	These are day courses offered by Wellington College to provide development opportunities for More Able students.	These opportunities can also be logged in your Trip tracker.
Independent trips/ visits.	Have you visited anywhere outside of school that has inspired or interested you?	Log these in your trip Tracker.
Any other.	Is there anything else you have done either inside or outside of school.	