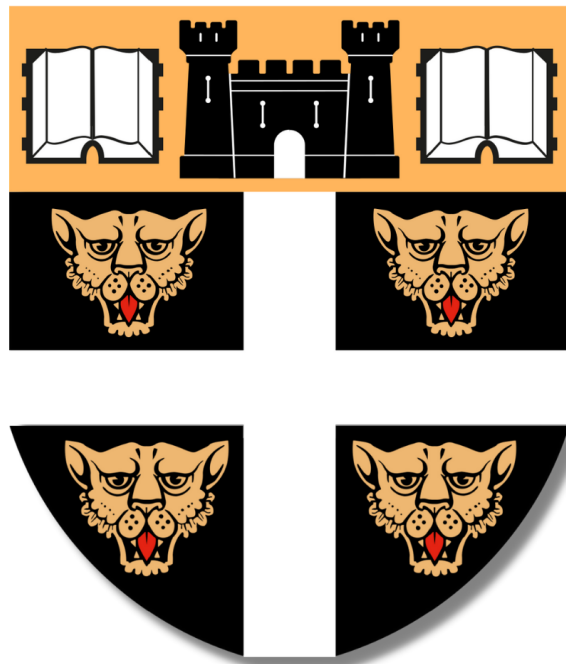


More Able Pupils Policy

Dover College



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Review Frequency	Annual	
Last reviewed on:	August 2023	
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AIMS

The school's policy is to encourage excellence in all areas. At all times, every effort is made to support a pupil's particular talent, allowing it to flourish and develop further. The school aims to nurture a lifelong love of learning in pupils within a happy, caring, secure learning community, which promotes excellence.

More Able, Gifted and Talented pupils in any field need careful nurturing and often special provision is required to ensure they maintain their appetite for learning and development, and a healthy life-work balance. The school's pastoral structure, involving the Housemaster/Housemistress and Tutor should ensure this, and within particular areas of excellence, other staffing expertise is also employed.

ACADEMIC

Identifying More Able Pupils

We use the term "more able" to identify all children who are classed as "Higher Prior Attaining" pupils. Higher Prior Attaining pupils are those who show great potential to achieve high level outcomes across a range of subjects. Identification of these pupils begins on entry to Dover College, using external data (e.g. CAT4 tests or similar). The list of academic scholars is reviewed at least annually and there are opportunities for pupils to be added to the list at later stages. More able pupils will be expected to work in the mastery band in most or all of their subjects.

The initial list will be prepared each September by the Able, Gifted and Talented Coordinator. This list will be distributed to staff for review and add the addition of "talented" students in creative and performing arts subjects. If a child is thought to be one who would benefit from the scheme, we will contact parents/carers. It is essential that more able students are stretched and that we have adequate provision and resources to support this.

The MAGT Provision

Every department ensures that there is provision in place in lessons to stretch and challenge the most able pupils. This ensures that the style of provision is appropriate to the subject and is not seen as separate from normal teaching methods. Departments work within the framework of the School Policy for the most able students as outlined below:

a) By enriching the curriculum – this will mean including content only accessed at the very highest level or not normally covered as part of the National Curriculum or examination curriculum.

b) By setting appropriately levelled work – an investigative or enquiry approach encourages the child to find and solve problems, utilising higher order thinking skills.

c) By employing flexible learning strategies – subjects/departments make full use of the internet and a variety of digital learning platforms aimed at enhancing the opportunities for independent learning.

d) By widening the learning environment – this should happen within the classroom and working with their normal teacher but where possible and appropriate, some of the following should be included to ensure that an even more stimulating environment is achieved:

- Contact with external partners
- The use of national competitions, debates, master classes and lectures at other schools and local universities

In addition to the work done in departments, the following measures are put into place to ensure that our most able students are stretched academically:

1. Setting in Shell, Remove and Third to Fifth Form in some subjects
2. The opportunity to take more than the standard numbers of subjects at (I)GCSE and A Level by means of 'out of timetable' study (outside the timetabled curriculum)
3. Maths: Intermediate and Senior Mathematical Challenge, British Maths Olympiad, etc; Early entry IGCSEs in Mathematics; Enhanced maths programmes and additional opportunities to study Further Mathematics
4. English: Internal and external competitions (Poetry/essay/public speaking to encompass areas such as ethics, philosophy, and topics relevant to current events)
5. Science: The opportunity to study the Triple Science Award; Science Olympiads (European and International); Young Scientist essay competition; encouragement to enter Nuffield Science Bursary scheme, etc.
6. Early entry for GCSEs and A levels in some modern foreign languages
7. Opportunity to become a Subject Ambassador. These take a leading role in raising the profile of certain subjects at the school in and out of the classroom (for example publishing articles in the VOTC, giving talks in (prep) school assemblies, help organising inter House academic competitions (debating, Quizzes, public speaking, displays etc.)
8. Opportunity to attend talks (in and out of school), trips, academic clubs and other enrichment opportunities

9. The Oxbridge provision and seminars for university entrance
10. Visits to Universities including Cambridge and Oxford

Dover College Scholars

A number of pupils are designated as Dover College Academic Scholars. Academic Scholarships are awarded by means of an application process, typically involving an interview and scholarship examination. Further details can be found in our *Scholarships and Bursaries* booklet, [here](#).

Music

The School has many highly talented musicians, the very best of whom are Music Scholars. These individuals play a leading role in all the major ensembles and direct and rehearse House music events. Their progress is monitored by the Director of Music. Specifically, expectations include:

1. Full participation in instrumental and choral ensembles expected
2. Opportunities to help out with choir and music in the Prep School
3. Guided and supervised practice sessions for Remove and Shells before morning assembly and in some lunch breaks where directed.
4. Regular performing in concerts, lunchtimes recitals, etc.
5. All take Music at GCSE/BTEC, many off-timetable (with some fast-tracked to do GCSE a year early).
6. Some pupils may be encouraged to take AS and A2 a year early. Pupils in the school who perform at a level equivalent to, or above, Music Scholars may be selected to become an Honorary Music Scholar, usually as they enter the Sixth Form.
7. Opportunity to apply for Organ Scholarship at the local Parish Church.

Art

Formal recognition is given to Gifted & Talented artists within Dover College through the awarding of an Art Scholarship. These pupils attend additional sessions outside of their normal lessons to stretch and develop their artistic skills.

Their artistic creativity is developed, challenged, and supported through a variety of ways, which include.

- Varied teaching approaches making their learning enjoyable and challenging, matching tasks to pupil's strengths and preferred learning styles.
- A stimulating environment, with access to suitable art resources.
- Receive appropriate encouragement and praise.
- Giving pupils the opportunity to extend their own artwork in different directions.
- Creating an environment in which pupils know that they can ask searching questions and get a considered response, even if it's 'how can we find out'.
- Acknowledge that these pupils are individuals with their own strengths and weaknesses.

Sport

Those who are awarded Sport Scholarships, together with any pupils we identify to be of a particularly gifted standard, are invited to take part in extra sessions over the course of the week. Pupils will have access to strength and conditioning training from our Personal trainer.

These sessions are used to develop their knowledge and understanding in the following areas:

- Physical aspects.
- Nutrition advice
- Medical support
- Time management
- Technical support
- Mental Toughness 4 In addition to this there will be one-on-one sessions in their specific activity for those pupils who request it, or we feel would benefit from extra support.

There is also close liaison with the county/divisional/national coaches to ensure the specific needs of each pupil are catered for.

Drama

Drama Scholarships are awarded to individuals with a particularly sophisticated, natural talent for performance. Drama scholars and other highly talented performers

that we nurture throughout the school are expected to be frequently involved with plays, both on the stage and behind the scenes.

Particularly talented performers are not only awarded with principal roles but are also encouraged to take on the important responsibilities and expectations that being a 'lead' within a cast involves. They will also be heavily influential in the organisation and direction of House Drama events. Individual sessions are offered to talented students who wish to further their performance experience through extra programmes such as LAMDA. The department also provides opportunities for those students with a particular aptitude and talent for theatrical design, production management or technical aspects. They will be actively involved in these areas for the main School play and for their relevant year group during performances.