

# Supporting More Able Students: The Purbeck Six

<p>1.) Identification</p> <p>Aim to identify students who are More Able in class lists and on seating plans</p> <p>You could do this by:</p> <ul style="list-style-type: none"> <li>• SIMS spread sheets</li> <li>• SISRA analytics</li> <li>• Ensure that tracking data is as accurate as possible, so that analysis of More Able students' attainment is reliable to ensure subsequent interventions have impact.</li> </ul>	<p>2.) Intervention</p> <p>Aim to support More Able students in subjects where they are underachieving.</p> <p>You could do this by:</p> <ul style="list-style-type: none"> <li>• Establish specific classroom interventions for underachieving More Able students.</li> <li>• Speaking to Heads of Department / More Able Coordinator to get the pupils back on track</li> <li>• KS4 students to be placed on 1-1 intervention support plans with ESN</li> </ul>
<p>3.) Subject promotion and careers opportunities</p> <p>Aim to develop students understanding of careers and further education and opportunities in the subject</p> <p>You could do this by:</p> <ul style="list-style-type: none"> <li>• Promoting KS4 at KS3</li> <li>• Promoting KS5 at KS4</li> <li>• Discussing opportunity for further higher education opportunities and careers in each subject when the opportunity arises.</li> </ul>	<p>4.) Encourage independent wider reading and research</p> <p>Aim to encourage students and point them in the direction of wider independent research.</p> <p>You could do this by:</p> <ul style="list-style-type: none"> <li>• Set appropriately challenging independent study opportunities on teams</li> <li>• Through referring More Able students to their corresponding booklets             <ul style="list-style-type: none"> <li>○ KS4 More Able Support booklet – with individual subject references</li> <li>○ KS3 – Termly enrichment booklet</li> </ul> </li> <li>• Help support students who have chosen to complete an HPQ (Speak to ESN / CAN)</li> </ul>
<p>5.) High expectations of the students – presentation and work completed.</p> <p>Aim to ensure written and verbal work is of a high standard.</p> <p>You could do this by:</p> <ul style="list-style-type: none"> <li>• Promote an ethos of high expectation and aspiration.</li> <li>• Stretch students as part of day-to-day quality first teaching</li> <li>• Ensure SOLs are designed to become increasingly challenging in line with the mastery of skills and knowledge</li> <li>• When marking assessments, stretch students through feedback</li> <li>• Challenging students to fully develop ideas verbally and in written work.</li> </ul>	<p>6.) Specific revision strategies and independent exam practise.</p> <p>Aim to provide regular reminders of strategies to encourage independent revision and timed exam practise.</p> <p>You could do this by:</p> <ul style="list-style-type: none"> <li>• 1:1 conversation with student(s).</li> <li>• Provide model answers for students to examine.</li> <li>• Provide subject specific revision strategies in KS4 support booklet</li> <li>• Provide students with the opportunity to complete timed exam practice</li> </ul>