



CHISLEHURST SCHOOL FOR GIRLS

Policy Document

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The More Able Policy 2026/27

The CHSFG policy for gifted, more able and talented students forms part of the school's commitment to outstanding educational provision for all learners.

Definitions of high ability:

Gifted	- students with evident or latent high attainment in academic subjects.
Talented	- students with evident or latent high attainment in creative or expressive arts or sport
More Able	- students identified on SIMS/4 Matrix based on KS2 and/or CATS scores (normally 110+)

Aims:

This policy aims to:

- further develop good practice in the classroom;
- raise student attainment in the identified group and contribute to raising student attainment overall;
- raise the aspirations of identified students and raise the expectations of them within the wider community;
- contribute to increasing the numbers of students engaging in higher order learning and achieving higher levels;
- promote a curriculum that widens student experiences, and encourages excellence overall;
- provide a culture that respects and values excellence in learning, in all environments.
- enable teachers to recognise how more able students could and should be taught differently.
- Use the above strategies and others, to give More Able students a different learning experience compares to others (e.g. ICAN projects, working at a faster pace, using 'flipped learning' etc).

Rationale: Why target the More Able?

"Every student has the right to access a curriculum appropriate to their ability and capability." (1998 Education Act)

- A school that makes good provision for more able students is more likely to treat the learning needs of all students seriously;
- All teachers have a responsibility to modify the curriculum to meet the needs of all students;
- All students have an equal opportunity to achieve their potential. We should not tolerate an anti-success culture where students with an enthusiasm for learning can be dismissed by their peers as being 'geeky.'
- Teachers who can stretch the more able students demonstrate successful differentiation and are more likely to meet the needs of all students;
- Recognition of the work of more able students tends to have a positive effect on standards of achievement of all students;
- More able programmes, such as the 'The Grammar Stream Programme' encourage stretch, challenge and aspirations for these students.

- To raise aspirations of students and their families leading to increased access to higher education, including Russell Group Universities.

Identification

Faculties will be supported in this process by the AHT responsible for high ability students.

More Able students are initially identified using scores from NFER tests taken in Year 7 and the Key Stage 2 Average fine points Score. A Key Stage 2 APS of approximately 120 indicates high potential (most able) with an APS of approximately 11 indicates 'more able'. The APS combined with the Non-Verbal standardised score is used to generate an initial list of those students who may be Gifted & Talented or More Able. Recommendation from Faculties is then used as the secondary indicator. Target groups to work are identified using these criteria, together with the most recent public examination levels and grades and the list is reviewed annually.

The highest achieving students in the SATs and CATs in both English and Maths shall be placed in the 'Grammar Stream'. Since September 2023, this has equated to 3 teaching groups in each KS3 year group. This pathway of students will follow the 'ICAN KS3 Diploma' leading to the pathway of the 'Exceptional Scholars Programme' at KS4 and KS5.

Talented students are identified as those having exceptional skills in Physical Education, Art and Music. Students are not identified on the basis of attitude. These departments have compiled lists of specific criteria (see **Appendix 2**) that characterise gifted and talented students in their subjects. Students that fulfil most of these criteria are identified as being talented in that particular subject. Students identified in this way are potentially GCSE grade 7-9 by the end of year 11.

Parents will be advised when their daughters are identified as being in the Grammar Stream. It is possible for students to move into (or out of) the Grammar Stream during their time in the school. Form tutor groups from years 7-9 are mixed ability, but their teaching groups are different.

Implementation

Subject teachers must ensure that students who have been identified as gifted (or talented in their subject) are given activities that match their ability. Suggested strategies for meeting the needs of these students are listed in **Appendix 1** with advice about creating opportunities for effective differentiation in the classroom. Faculty and subject teams will want to periodically review their schemes of work to ensure the ongoing development of provision for the more/most able. Resources are constantly reviewed to ensure full advantage is taken of developments in this field.

These students should also be specifically targeted for attendance at appropriate extra-curricular activities and taking part in the **Grammar Stream Programme (Appendix 3)**. These will include sessions and programmes run by the various teaching staff, visiting tutors, PSD sessions and enhancements days on study skills, memory techniques, thinking skills, learning styles analysis, multiple and emotional intelligences etc.

Monitoring

Monitoring and Review

The AHT for Teaching & Learning has overall responsibility for ensuring that the policy is implemented and will monitor that:

- Targets are set at above expected progress.
- Progress will be reviewed after each assessment point.

The progress of all students is monitored using a variety of methods outlined in the school T & L policy. Form tutors, subject teachers, subject and team leaders and members of the SLT all play a role.

Performance and monitoring data can be seen in conjunction with this identification to enable close monitoring and evaluation of the progress of these students. Students following the ICAN Diploma receive regular 1:1 reviews of their progress with a member of staff (normally twice each year).

Evaluation

This policy will be evaluated at regular intervals in light of the strategies employed, the criteria used for identification and the provision developed for high ability students. The attainment and progress of the students identified by this policy will be evaluated through the monitoring and evaluation policy.

Strategies for Meeting the Needs of High Ability Students

The following strategies emerged from an audit of current practice and Faculty discussions on additional ways to provide an appropriate curriculum for students of higher ability:

- Differentiated schemes of work;
- ‘How to be a CHSFG Scholar’ section on every subject curriculum map (on website & in books).
- Formative assessment procedures including subject specific individual targets;
- Student grouping;
- Directed teacher intervention/challenging;
- Modification of the task;
- Extension work;
- Opportunities for students to organise and produce particular projects;
- Opportunities for students to ‘lead learning’ and mentor/teach others;
- Competitions;
- Opportunities for students to explore use of ICT for self-directed learning;
- Directing students to relevant extra-curricular activities;
- Bank of extension/enrichment materials;
- Subject specific resource lists:
 - museums;
 - galleries;
 - libraries;
 - exhibitions;
 - concert halls;
- Faculty noticeboards with “what’s on” information;
- Mentoring by teachers;
- Focus groups for discussions;
- Student Voice Participation.

Effective Teaching Styles which assist differentiation

- Humour;
- Praise;
- Positive attitude and high expectations;
- Responsive to student ideas;
- Clear organisation;
- Clear instructions and objectives set;
- Grade-related tasks;
- Targeted questioning which promotes hard thinking;
- Personalised feedback, leading to excellent response/FIT;
- Resources available;
- Teacher allows time for students to reflect;

- Teacher intervenes to check progress;
- Teacher intervenes to diagnose difficulties;
- Teacher intervenes to move work forward;
- Teacher finds opportunities to create a 'community of learning' in the classroom - some whole class work and group work and other teaching strategies;
- Teacher varies length of tasks to provide:
 - Some long, open-ended opportunities enabling all the work at their own pace;
 - Complete opportunities so that reflection/completion/feedback are all within a short period.
- Teacher involves students by explaining objectives, work plan, expected outcomes, success and assessment criteria - giving students opportunity to plan the pathway, through their own work and anticipate the difficulties of different students;
- Result from detailed planning (preferably in collaboration with others);
- Teacher gives short crisp demonstrations/punchy introductions;
- Teacher sets varied and realistic time scales for the work;
- Teacher should have planned support, consolidation and extension activities;
- Teacher keeps up-to-date records, to identify what children have achieved and where to move next.

The learning environment in which differentiation is most likely to happen

- Arises from a fully planned work scheme to which a team of people have contributed;
- Differentiation as an issue as highlighted by format of work scheme e.g. column on a grid, the special needs of slow learners and able students are planned for in advance;
- Teaching/learning approaches are an integral part of the planned scheme;
- A wide variety of teaching/learning styles is deployed;
- Students are involved in the planning of their work;
- Active steps are taken to organise the room and to manage the situation to minimise low level demands on teacher by students. Give students ready access to their current work, both storage and wall displays;
- Teacher actively seeks opportunities to know students and their work;
- Assessment is linked to the aims/objectives of work scheme. Students are aware of success criteria. Teacher's recording methods reflect wide range of assessment opportunities;
- Control is fully established so that the efforts of all are directed to the planned task;
- Comfortable atmosphere - humour, praise, positive enthusiastic attitude on part of teacher - define by one colleague as 'cheerfulness';
- Independent learning/risk-taking is encouraged;
- Mixture of open-ended and limited time tasks, latter requiring a specific outcome;
- Wide range of stimulating, easily and independently accessible resources: print, pictures, videos, artefacts which lead to creative, reflective, speculative response appropriate to the range of ability encompassed within the class.
- Personalised marking; written and verbal feedback.

General Guidance on Criteria for the Identification of Talented Students

Art

Characteristics include (not in rank order):

- Imaginative and creative;
- High level of technical skill in a variety of media;
- Great interest in Art, and the work set;
- Ability to translate ideas from 2D to 3D;
- Good quality outcomes;
- Develop their work in the light of personal judgements;
- Are sensitive to visual imagery, and its impact upon their work, and the work of others;
- Have a focused approach to the use of images, colour, constructions and so on;
- May produce outcomes of a higher standard to that of students chronologically above them;
- Potential for GCSE grade 7-9..

Physical Education

The talented student performs with flair in one or more activities and may fulfil some or all of the following:

- Understands sufficiently well to be able to explain to others;
- Solves problems and shows original thought when engaged with a task;
- Shows a high level of physical skill;
- Sustains concentration;
- Shows a high level of motivation and organisation;
- Shows considerable confidence;
- Is able to observe and analyse performance;
- Is able to work well independently or as part of a group;
- Potential for GCSE grade 7-9.

Music

A musically able student will:

- be able to respond quickly and accurately to rhythm and pitch tests, retaining and reproducing musical phrases when required;
- be able to show developing control of their instrument and to show self motivation and aptitude in learning new technical skills;
- be able to listen to music of all styles with enjoyment and appreciation of mood, development of ideas, style and form;
- be able to work alone or with others to improve, evaluate and complete an imaginative composition, which handles musical ideas and resources well.

Extracts from the 'Grammar Stream Programme' (2026/27)

Chislehurst School for Girls have put together a whole school Grammar Stream programme to ensure that our students may flourish and reach their high potential. Parents play an important role in this programme and we hope that this booklet helps you to understand the opportunities on offer.

This programme is academic, cultural and social. It is set out with the intention that students will have a clear programme of activities and expectations that will fully challenge them. They will progress through the school, from their grammar stream in year 7, through to opting for a suite of E.Baccalaureate GCSE subjects in year 9.

Students will then be challenged to reach the highest grades of 9-7 in their GCSEs, as their futures begin to take shape, by following our Exceptional Scholars Programme, leading them into success at A Levels and potentially being guided to apply for Russell Group Universities, including the Universities of Oxford and Cambridge. We are passionate about raising achievement and drawing on our legacy of 125 years of excellence in educating girls. We will also draw on the many fair access and widening participation schemes that are on offer: for example, UNIQ, the Sutton Trust and the Brilliant Club Scholars' Programme. We will also draw on the wealth of resources through our membership of the National Association for Able Children in Education (NACE), the Association of State Girls' Schools (ASGS) and the International US based coalition of Girls' Schools.

It is our expectation that not only do all grammar stream students participate, but that they contribute towards the overall success of the school. We will help them do this by offering leadership opportunities, public speaking events, a wealth of extra-curricular opportunities and academic mentoring. These students will become ambassadors for the school and help nurture the younger students into the future leaders of tomorrow.

Our Vision

Our vision is to develop the leaders of tomorrow. Our Grammar Stream students will be encouraged and challenged to become Independent, Compassionate, Articulate and Nurtured.

The aim of our Grammar Streams is to provide our students with an outstanding 'Grammar-style' education within Chislehurst School for Girls. We believe in **high expectations, challenge, students' independence** and **resilience** as the pillars of outstanding learning.

Students will opt for their GCSEs at the end of Year 9 and will be guided to follow a very academic pathway, while preserving the breadth of their studies. Students will be able to combine a challenging curriculum, including Triple Science while continuing, if they so

wish, to develop their creativity through the Arts, Graphics, Drama or develop new spheres of learning such as Sociology and Business.

Chislehurst Grammar Stream ethos

While we believe that socially, all students should develop together in mixed ability tutor groups to prepare them for a diverse society, we also believe that students of the same ability working together in lessons enables them to reach the very best of which they are capable.

Our aim is to develop excellence in all students at the right level for their academic ability and we work together to help students explore their strengths and their areas for development.

We offer **increased pace, depth of knowledge** and **challenge** in our Grammar Stream lessons to ensure that the students develop the resilience that they will need to adapt in an ever-changing world.

Students in the Grammar Stream will be given **leadership opportunities** and will follow a separate programme of events linked to developing the skills that they will need to access top Universities in the country. These events have in the past included: learning Mandarin, taking part in The Brilliant Club, while working with top university students and summer schools from the Universities of Oxford and Cambridge.

How do we determine who gets into the Grammar Stream?

- 1) A student who sits and passes the 11+ will be offered an automatic place in the Grammar Stream; we will ask for evidence.
- 2) Top scores in the SATS and our own CAT tests
- 3) We acknowledge that all students do not develop at the same rate: should we see that students suddenly perform significantly higher than what was indicated by the tests, we would review their teaching group to enable them access to the Grammar Stream.

You will find out if your daughter is in the teaching Grammar Stream in July via letter.

The ICAN KS3 Diploma (Years 7-9)

Chislehurst School for Girls has put together a KS3 Grammar Stream programme to ensure that our students may flourish and reach their high potential. We call this our 'I CAN Diploma.' It is based on the school's core values of a student being **Independent, Compassionate, Articulate** and **Nurtured**.

This programme is academic, cultural and social. It is set out with the intention of fully stretching and challenging our younger, most able students to their potential, preparing them well for top grades in GCSEs, A Levels and beyond.

The Diploma is made up of a number of components that must be completed to pass. The diploma takes 3 years to obtain. Each aspect will be graded Pass, Merit or Distinction in order to give an overall Pass, Merit or Distinction for the Diploma. Students will receive overall 'interim' grades at the end of years 7 & 8. They are drawn from **three areas: Pastoral, Leadership and Academic**.

The '**Pastoral**' components are all minimum expectations of students at the school, or activities that will help students settle in and develop a sense of belonging. These include commitment to extra-curricular activities, wellbeing activities, attitude to learning in lessons, punctuality & attendance and achievement points.

The '**Leadership**' section will encourage pupils to get involved in a range of activities and reflect on their experiences.

The '**Academic**' tasks are all related to curriculum content and are not expected to cause excessive extra work beyond normal levels of homework, assuming the student manages their time effectively. Students will also become more familiar with the concept of 'flipped' learning in their lessons. This is where they will be set homework regularly (normally research/reading-based), the results and understanding of which will be the starting point of the following lesson. This allows for much greater pace of learning and develops students' independence, curiosity and breadth of knowledge.

The ICAN Diploma Concludes in the summer of Year 9 and all successful students attend a Graduation Ceremony, with parents invited, in school.

The Brilliant Club (Year 10)

This is a programme run by the colleges of Oxford and Cambridge with the aim to make entry to these universities much more inclusive. As such, priority for entry on this programme is given to High Ability Disadvantaged students.

In 2024/25, 14 Year 10 students and 15 Year 12 students followed this programme, attending their graduation ceremonies at SOAS and the University of London, St. Georges. Students were taught how to learn as a university student and 'virtually' visited a Russell Group University. The teaching involves these students being taught at a level, two academic levels above their normal year group (so year 10 students were engaging in first year undergraduate work). The essays they completed were marked and graded using University criteria (1st class, etc).

Exceptional Scholars' Programme (Begins in year 10, with a focus at Post 16)

For all post 16 students who have achieved grade 7-9s in most GCSEs. It is delivered within the school's PSHE programme and current activities include:

- Webinars from leading Russell group Universities (we are directly linked with Gonville & Caius College, Cambridge). These are led by experienced college lecturers/staff.
- Inspirational Speakers (both live and on Teams). These tend to be on topics which will inspire students at university, widening experience of courses not taught at GCSE/A Level, such as Law, Classics and Medicine.
- As part of the Super-curricular, students are sent links to TED Talks. These are short Technology, Education and Design talks to inspire for enquiring minds.
- Gresham College Lectures.
- Guidance with UNIQ application. These are residential/virtual courses for approximately 7 months in Year 12. This gives students experience of life at Oxford University & enhances their super-curricular subject knowledge, giving essential guidance on how to learn at degree level.
- Directing students to university summer schools.
- Rehearsing speeches and oracy practice to develop interview techniques.
- Super-curricular reading lists for specific subjects. Eton X – Online tutorials to develop study skills in preparation for universities such as critical thinking, creative thinking and problem solving, resilience and interview techniques.
- Visits to top universities (virtual or live).
- Dedicated taught sessions and advice for applying to Russell Group universities.
- Guidance on extended reading and access to subject journals.
- Supported preparation for the aptitude tests for the most competitive courses and the Universities of Oxford and Cambridge. e.g. UCAT.