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<b>Approving body:</b>	Board of Governors
<b>Date approved:</b>	October 2018
<b>Effective date:</b>	October 2018
<b>Review date:</b>	October 2021



## **More Able Policy**

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**St Aubyn's School**



## Rationale and Aims

This policy outlines the School's approach to More Able pupils, their identification, management and opportunities provided for them.

Through this policy we aim to:

- Identify pupils who are achieving or have the potential to achieve significantly in advance of the average for their year group
- Enable each pupil to develop to their full potential by providing for the learning needs of the more able
- Enable personal challenge and extension of individual pupils through the work we set them
- Encourage pupils to generate their own learning by working and thinking independently

## Definition

In this policy, when referring to **More Able** pupils, we are indicating pupils whose abilities in one or more core subject areas are significantly and consistently above the expectation for their age. There are more able learners in every year group in every school. The DFE suggest that around 10% of every school population should be identified as more able. As a school we are free to determine the size of our More Able population but we should be able to justify this in terms of the provision made for the identified group and subsequent improvements in standards.

**Talented** pupils are those who demonstrate exceptional performance in one or more of the following:

- The Arts or design (e.g. Grade 4 or above in one or more musical instrument, published or public performance in art, drama etc.)
- Sports (Local, regional, county or national representation)
- A high skill level in a particular field outside the curriculum (e.g. Chess)

Pupils who excel in these areas are carefully monitored by specialist Subject Heads who provide appropriate opportunities and challenges for them.

## Identification

**In EYFS and Year 1**, the needs of individual pupils can be developmental and are addressed on an individual basis. Work is differentiated to the ability of the child. Children who are exceeding expectations are encouraged to further their knowledge through extension work.

**In Year 2**, this may be furthered to include invitation to a small extension group for maths or English which will be recorded on the AL register. This is fluid and may change over the course of the year. Dependent on the needs of the cohort, pupils may also be taught maths and English in differentiated groups for one lesson a week. This is determined after consultation between the Head of Additional Learning and the class teachers.

**From Year 3 onwards**, pupils are identified as More Able. This is done by the class teacher in Middle School or Senior Subject Head and is then agreed with both the Heads of Department and the Head of Additional Learning. This may be through observations, assessment or performance in standardised tests of ability. However, it should be noted that good subjective judgements from observations over time can be more appropriate than attempts at using objective tests. Therefore, focused teacher observations, discussions between colleagues, effective monitoring of pupils, information from parents and peers all combine to encourage opportunities for identification and provision of the more able.

Test data used to support nomination of the more able may include:

- GL Assessments
- VR/NVR scores
- Attainment in class based assessment
- NGRT Reading tests

Pupils identified as being More Able will then be included on the Additional Learning Register which is overseen by the Head of Additional Learning. This is regularly reviewed and updated in consultation with staff.

### **Strategies to support the More Able**

Following inclusion on the AL register, each pupil is further monitored by his or her class teacher in Pre Prep and Middle School or the Senior Subject Head in consultation with the Head of Additional Learning

There are 3 basic ways of meeting the needs of the more able:

1. Acceleration: Enabling a pupil to access work which would typically be for older pupils
2. Extension: Encouraging the development of more sophisticated thinking and reasoning skills by providing activities which provide pupils with an extra tier of challenge
3. Enrichment: Broadening a pupil's education through involvement in activities, trips and visits specifically designed for the more able student

Some or all of the following will be used to support more able pupils:

- Differentiated planning which identifies additional resources and materials which can be used to broaden more able pupils' appreciation of a topic
- Providing appropriate challenge through high quality tasks for enrichment and extension such as project work
- Ability grouping for literacy and numeracy. This includes varied and flexible grouping where necessary e.g. ability, mixed ability, individual, acceleration
- Out-of-class extension groups
- Lesson planning that caters for different learning styles
- Setting appropriate homework tasks which foster creativity through appropriate challenges
- Within a class setting, high level questioning directed at individuals

### **Monitoring**

Once a child has been identified, their abilities will be continuously monitored. The pupil will remain on the register as long as is appropriate. Class teachers and Senior Subject Heads will record and monitor the level of achievement of identified more able pupils and pass on this information as children progress through the School.

Information shared at points of transfer should include

- Particular strengths and weaknesses
- Resourcefulness and initiative
- Work covered
- Targets for future development

In order to reach their potential, it is important that more able pupils develop as rounded individuals. Their progress in social and interpersonal skills is monitored as well as their progress within curriculum subjects. Our present pastoral structure provides for this.

The effectiveness of the School's provision for the more able is also, ultimately, monitored by outcome in terms of value added and the attainment of scholarships at 11+ and 13+. However, it can also be measured by an individual's motivation to achieve as well as they can in lessons and co-curricular activities.

### **Responsibilities**

The **class teacher/Senior Subject Head** will:

- Take steps and gather data to identify more able within their class and, in consultation with other staff members, across the year group

- Keep the More Able register up to date by informing the Head of Additional Learning of any changes to more able pupils
- Include specific provision in planning
- Review provision regularly

They will be supported in this by their **Head of Department** who will review provision on a regular basis.

The **Head of Additional Learning** will:

- Keep the More Able register up to date
- Have an overview of departmental provision for the more able
- Organise INSET and provide advice to individuals where necessary
- Investigate outside agencies, activities and other schools to further the experiences of the more able

## Parents

Partnership between the School and parents is central to the all-round development of our most able pupils.

It is our school's responsibility to:

- Give the parents clear information about their child's abilities in school.
- Inform the parents that their child has been put onto the Additional Learning Register
- Inform parents of any action taken to meet their child's specific needs e.g. extension groups, accelerated learning opportunities

Parents should recognise that they can support their able child by:

- Telling the School about their child's talents and abilities beyond the classroom.
- Provide a suitable environment in which their child can study and encourage good study habits.
- Encourage their child to take part in worthwhile and varied out of school activities.

## Resources

Resources for the delivery of the curriculum to the more able students are held in departments or by Senior Subject Heads. Further resources for staff are available in the staff resource section of the library.

## INSET

The School is committed to extending and supporting the whole staff and individual staff where necessary, in extension and reinforcement of their understanding of the more able pupils and in the delivery of the curriculum to these pupils.

This policy will be reviewed annually by the **Head of Additional Learning**.

## Glossary

AL = Additional Learning

DFE = Department for Education

VR = Verbal Reasoning

NVR = Non Verbal Reasoning

NGRT = New Group Reading Test

INSET = In Service Training