

Learning for Ourselves, Respect, We Can



MORE ABLE PUPILS POLICY

RRS Article 3-All adults should do what is best for you. When adults make decisions, they think about how their decision will affect children.

RRS Article 13-You have the right to find out things and share what you think with others, by talking drawing, writing or in any other way unless it harms or offends other people.

RRS Article 17- You have the right to get information that is important to your wellbeing, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

RRS Article 28: You have the to a good quality education. You should be encouraged to go to school to the highest level you can.

RRS Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Reviewer: Ellie Bengé

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Reviewed by Curriculum Committee:

Adopted by Governors: 09.06.21

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Rationale

At Lyndhurst School we are committed to providing high quality education for all our pupils. All pupils are treated as individuals and we aim to provide for their individual needs. We believe a rich, challenging and stimulating curriculum will benefit all children, some of whom will be More Able than others.

The recognition and meeting of the needs of more able pupils will raise expectations, create a culture where success is valued and therefore raise standards throughout the school community.

Aims

- To recognise that More Able pupils have particular needs and provide opportunities to develop specific skills and talents.
- To foster a love of learning and the pursuit of excellence.
- To work in partnership with parents and external agencies.
- To develop and maintain an inclusive approach to education.
- To ensure high expectations of what children can achieve.

Definition

The term 'gifted and talented' is no longer in use by the DFE and Ofsted but recognises the needs of '**Academically More Able Pupils**'. Pupils who are identified as being 'More Able' may possess exceptional skill in one or more of the following areas:-

- **Word Smart** – reads, writes, talks and listens, tells stories.
- **Number Smart** – maths, solves problems, investigates, estimates and predicts, follows instructions.
- **Nature Smart** – loves the world, grows plants, cares for animals, recycles, looks for mini-beasts.
- **Practical Smart** – makes things, uses tools well, uses hands, enjoys practical tasks, repairs things.
- **Self Smart** – concentrates well, enjoys working alone, controls their feelings, thinks about things, knows how they work best.
- **People Smart** – makes friends, takes turns, works in a group, cares and shares.
- **Music Smart** – plays an instrument, listens to music, keeps a rhythm, makes up songs.
- **Body Smart** – good balance, good control, explores with body, moves well, a hands-on do-er.
- **2D/3D Smart** – paints and draws, works in 2D and 3D, imagines vivid pictures, aware of self and objects in space, likes charts and diagrams.

Identification

A range of methods of identification are used.

- Teacher/Staff nomination
- Teacher assessment/ Observation/Pupil Voice
- SAT or other test results
- Use of Smart cards/subject indicators/Checklists
- Expert nomination (e.g., football club/team leaders)
- Parental nomination
- External certificates/awards (e.g. dance/music exams)

Positive Indicators may be the possession of one or more of the following characteristics/abilities

- Inquiring mind
- Verbal fluency
- Transfer/manipulate knowledge and skills
- Long concentration span
- Responds well to questioning
- Approaches tasks methodically
- Higher order thinking skills
- Detailed explanations
- Learns easily and quickly
- Original/creative/imaginative thinking
- Analytical
- Flexibility/adaptability
- Insightful
- Intellectual curiosity/inquisitiveness
- Good memory
- Strong feelings and opinions
- Ability to construct abstractly
- Ability to infer
- Good observation skills
- Introvert/Extrovert

We recognise that not all More Able pupils are obvious achievers. Poor behaviour and/or under achievement may also be indicators that a pupil is More Able. The potential of some More Able pupils may be masked by frustration, low self-esteem, lack of challenge and low teacher/parent expectation.

Provision

The needs of more able pupils are met at our school through:-

- The provision of a creative curriculum where tasks are appropriately differentiated and by providing open ended and challenging tasks.
- Appropriate grouping (within class and intervention groups outside the classroom).
- Provision of an effective learning environment, reflecting elements of Assessment for Learning and personalised learning.

- Questioning techniques, which use higher order questions to challenge and develop thinking skills (analysis), creative thinking, speculation, evaluation, justification, inference, hypothesis and synthesis.
- Extension and enrichment to broaden and deepen the child's learning experience, i.e. work with experts, groups, after school clubs, enrichment days.
- Study skills.
- RRS.
- Philosophy for children.
- AFL skills – knowing their targets and how they can improve.
- Sourcing activities specifically for More Able children i.e. ice skating, theatre, football trips etc or virtual experiences and visits during Covid restricted periods e.g. knight visit, Mosque tour, video message from local church etc.

Transfer and Transition

Effective recording and communication systems (our pupil target tracker exchange of information) between each year group across and within Key Stages, will ensure that as far as possible teachers are aware at the start of each year of

- Levels of achievement
- Potential and interests of all learners
- Skills mastered
- Those identified as 'more able' pupils
- Preferred learning styles

Monitoring and Evaluation

The More Able co-ordinator along with the DHT, year leaders and class teachers will monitor pupils' progress across all areas using school tracking documents and pay particular attention to whether the Most Able pupils are making progress towards attaining the highest standards and achieving as well as they should across the curriculum. They will also consider whether the most able pupils are receiving the support they need to reach their full potential. Curriculum co-ordinators will also monitor pupils who are more able in their specific areas. The Head Teacher, SLT, More Able Co-ordinator and governor will monitor the effectiveness of the policy which will be reviewed on a regular basis. Through our monitoring and evaluation we will ensure the individual needs of all children are being met.

Roles and Responsibilities

The More Able Co-ordinator will:-

- Monitor the 'More Able' list and the provision for the pupils contained within it.
- Monitor the planning across the school to ensure that extension activities are planned into the curriculum and meet the children's needs.
- Collate work and enrichment activity samples.
- Liaise with the More Able governor, Head Teacher and curriculum leaders. SENCO and the advisors for More Able pupils.
- Complete an action plan as agreed with the Head Teacher and governors.

- Ensure children have the opportunity to attend enrichment courses/enrichment opportunities within class

Curriculum Teams Co-ordinators will:-

- Monitor the progress and provision of pupils registered as More Able in the specific subject areas.
- Ensure schemes of work and planning contain appropriately challenging tasks and learning opportunities to provide challenge for all pupils.
- Provide and develop appropriate resources to stimulate and extend thinking.
- Organise/arrange appropriate subject specific enrichment activities for pupils.

Class Teachers will:-

- Ensure More Able pupils are set appropriately challenging tasks and learning opportunities in the context of challenge for all.
- Use appropriate differentiation.
- Be responsible for identifying pupils who are 'more able' in particular areas.
- Track progress of identified pupils on a daily basis through formative assessment.
- Seek advice and support from the More Able Co-ordinator, Curriculum co-ordinators and Year Leaders when necessary.
- Engage with parents of identified child, in extending provision and explaining how their learning needs are being met.
- Display 'Smart Boards' in their classrooms in order to create a culture where success is valued and as a tool for engaging children in developing their understanding of their own talents and abilities and how they can progress further.

Cross Reference

This policy needs to be read in conjunction with the following policies:-

- Teaching and Learning
- Inclusion
- SEN
- Curriculum statements