



MORE ABLE POLICY

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11.07.2023	11.07.2024	11.07.2023	
	Print name	Signature	Date
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On behalf of Governing Body	Jenni Mayo	J Mayo	11.07.2023

HARDEN PRIMARY SCHOOL

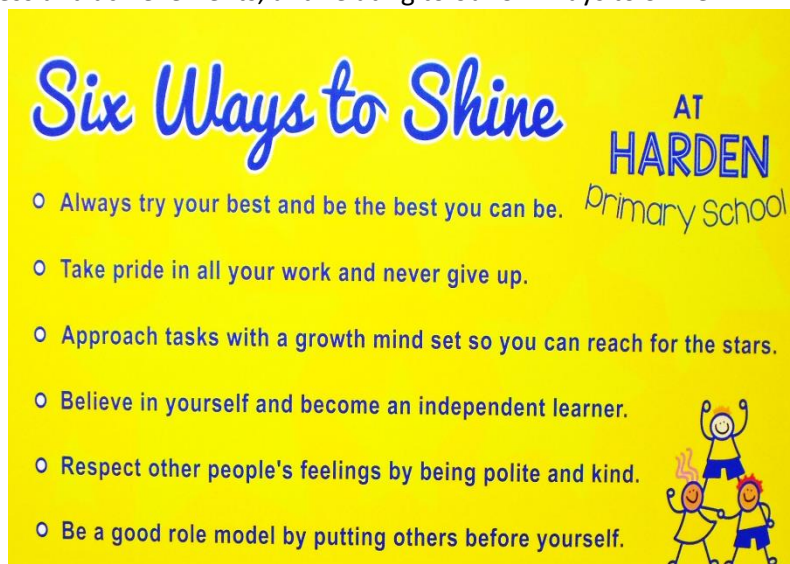
RATIONALE

As identified in the National Curriculum 2014, teachers must 'set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standards. We recognise that at any time Harden Primary School may have pupils whose performance or potential is significantly greater than that of their peers. These children may be identified as Most Able pupils, Gifted pupils or Talented pupils and we have the responsibility to meet the needs of these children. Our policy for these pupils' endeavours to ensure they can be appropriately and effectively provided for through the teaching and learning programmes in school.

AIMS


At Harden Primary School we aim to:

- Create a learning climate in which everyone is valued and individual differences are celebrated.
- Identify children with ability, gifts and talents at the earliest possible time in order to provide appropriately for their learning needs.
- Provide appropriate challenge through high quality tasks for enrichment and extension which grow from the topic being studied.
- Provide a variety of approaches and strategies to ensure all children are stimulated and engage enthusiastically in their learning – to include: ability grouping, cross curricular learning opportunities, individual or group projects, opportunities for children to take the lead.
- Encourage independence through the tasks provided and provide many opportunities for pupil led and enquiry based learning.
- Encourage participation in wider school activities such as School Council, Eco Group, Rota Kids, sports and musical events, competitions etc.
- Use assessment to inform planning for individual needs, flexible groupings and learning styles.
- Ensure planning is flexible to enable adaptations and changes to be made to meet the needs of the learner.
- Encourage self-evaluation and assessment at various learning points such as pre/post learning in maths, Hot and Cold write in English.
- Celebrate success and achievements, and relating to our Six Ways to Shine



Six Ways to Shine AT HARDEN Primary School

- Always try your best and be the best you can be.
- Take pride in all your work and never give up.
- Approach tasks with a growth mind set so you can reach for the stars.
- Believe in yourself and become an independent learner.
- Respect other people's feelings by being polite and kind.
- Be a good role model by putting others before yourself.



At Harden Primary School the following definitions have been agreed in relation to pupils considered to be:

More able / most able / highly able

Due to their inherently similar meanings, it is easiest if the terms more able, most able and highly able are defined in the same way or encompassed within one “more able” definition which includes the following elements:

- Learners who have the **potential or capacity** for high attainment;
- Learners who **demonstrate high levels of performance** in an academic area;
- Learners who are more able **relative to their peers** in their own year group, class and school/college;
- Ability in all areas of the curriculum **or** in a specific subject/curriculum area, including the arts and physical activities.

Each of these elements is vital if the definition of “more able” is to be clear and encompass the breadth and flexibility needed to ensure outstanding provision.

Higher attaining

Whilst it is sensible to accept the terms more able, highly able and most able as having a shared definition, the term “higher attaining” has a distinct meaning and requires a separate definition.

This is an outcome-driven term and any definition adopted or developed for it must reflect this. If using this term, schools should ensure that it is simply a way of identifying learners based purely on their performance. Its use does allow schools to differentiate clearly between the more able, as defined above, and those who attain the highest standards. There is overlap between the two groups but, importantly, they can also be distinct.

So while this term can be useful, it should not be used interchangeably with or instead of “more able”; it means something entirely different.

Exceptionally able

The abilities and needs of the exceptionally able *exceed* those of the more able. Within any definition of the exceptionally able it is important to:

- Distinguish between these and other more able learners in two ways: (1) By the use of the qualifying adjective “extremely”; (2) By the comparison with peers in *all* schools/across the entire population, as opposed to those within each particular school.
- Include reference to learners who have as yet unrealised potential for exceptional ability.
- Describe the needs of these pupils as going beyond those of students already deemed to require opportunities for enrichment and extension in the normal curriculum.
- Explain that exceptional ability may comprise both quantitative and qualitative aspects, but will certainly include high abstract reasoning ability and complexity of thinking.

Talented

In the early years of the “more able” agenda, “talented” learners were defined by the DfES as those with particular abilities in sport, music, design or creative and performing arts. This group included those who were “vocationally gifted”, “those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.”

This definition was adopted by the majority of schools. In a nutshell, it was a way of labelling learners who were highly able in what were considered the non-academic subjects or spheres of learning.

In most schools today, there is little or no distinction made between the terms “more able” and “talented”. They share the same meaning.

Underachieving more able learners

In attempting to arrive at a useful definition for underachieving more able learners, schools should consider including the following criteria:

- Learners whose prior attainment demonstrates high levels of ability, but whose current performance fails to demonstrate this. Underachievement may be the result of barriers to pupils' learning, including socio-economic factors, SEMH needs, language and communication issues, etc.
- Learners whose contributions, responses and learning behaviours suggest that they are more able, although this is not reflected in their written work or assessments. This may include those learners with "dual" or "multiple exceptionality".
- Those who haven't yet been identified due to too narrow a curriculum or limited learning opportunities. These are potentially more able learners.

Dual and multiple exceptionality

These terms describe learners who are more or exceptionally able and who also have additional learning needs e.g. dyslexia, autistic spectrum disorders, developmental coordination disorder, developmental language disorder, emotional and behavioural difficulties, physical and sensory differences. These additional learning needs or a disability can make it difficult to identify their high intellectual ability. It is important to include this definition in more able policies as these pupils may otherwise be overlooked.

Achievement and attainment

When developing definitions and shared approaches for more able learners, it is also useful to have a clear understanding of these two key terms. In the NACE Essentials guide *Breaking down barriers*, Professor Carrie Winstanley defines them as follows:

- **Attainment** refers to the level or standard of a learner's work as demonstrated by some kind of test, examination or in relation to a predetermined expected level. In UK schools, the common measures for attainment are Standard Attainment Tests (SATs) and public examinations such as GCSEs. The emphasis here is on how learners perform when tested.
- **Achievement** also refers to the success of a learner, but also takes into account the progress made and improvements demonstrated across time. The notion of added value over a term, year or key stage is part of the equation here, not merely the summative test scores.

Identification at Harden Primary School

we adopt a comprehensive approach to identifying more-able pupils, which is appropriate to their age. We recognise that some pupils are globally more-able, whereas others may have a specific academic aptitude or talent, which is supported by the multi-layered criteria we use to identify more-able pupils throughout the school. Harden Primary School, more-able and talented pupils are identified through:

- Standardised Assessment Scores
- Teacher observation and nominations for subject specific abilities and talents
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination, which is useful in revealing high achievement in non-school based sport/activities

Transition

Effective recording and communication systems 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:

- Attainment and progress.
- Potential and interests of all learners.
- Skills that have been mastered for those identified as more able
- Preferred learning styles.

Information will be gathered from previous settings on transition into Harden Primary and passed along to new settings including secondary schools when children leave Harden Primary school.

CURRICULUM ORGANISATION AND PLANNING FOR LEARNING

At Harden Primary School we believe that the organisation of the school's curriculum is crucial in ensuring all children are interested and engaged learners and are given the life skills they need for the future. Our school curriculum is therefore organised in half termly topics, with stimulating titles relevant to the children's interests. Children are given opportunities to develop their own areas of interest within a topic, following an enquiry-based curriculum.

Teachers are expected to plan for the wide range of abilities in their classes and to offer enrichment, broaden and deepen opportunities for all children. Learners remain in the classroom working alongside their peers and supported by the teacher as appropriate.

Specific strategies for challenge

We aim to:

- Create an ethos where high attainment is celebrated, and pupils feel good about achieving excellence.
- Encourage ALL pupils to become independent learners.
- Provide a wide range of resources to accommodate the needs of able pupils across the curriculum.
- Involve pupils in decision-making, for example as members of the school council, Eco Group, Rota Kids, completing pupil surveys.
- Encourage pupils to carry out extra research work, and enquiry-based learning to follow their own interests and build a 'thirst for learning' or 'Goal free' opportunities to explore.
- Encourage pupils to participate in out of the classroom activities, extracurricular and enrichment opportunities.
- Ensure that provision of more able and talented pupils is embedded in all aspects of school life, and accessible for all.
- Support the effective transition of more able and talented pupils to the next stage of education.
- Encourage parents and carers to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities, providing resources and opportunities at home and setting realistic targets.
- Promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc. The school provides a whole range of extra-curricular activities for all pupils and will endeavour to provide activities that enable more able and talented pupils to extend and challenge their skills.
- Provide flexible groupings across all curriculum areas to enable all children to be challenged in a variety of ways.

'Classroom Climate' Checklist

- How have you established a culture in which wrong answers are productive opportunities for learning ('happy accidents') and in which creative thinking is actively encouraged?
- How have you helped learners become more aware of their preferred learning styles?
- Do you provide significant opportunities for them to practise learning styles they find more difficult? How are you developing and maintaining a classroom of achievement?
- How often do you encourage creative thinking by asking open-ended questions to which there are no right answers?
- How are learners involved in self-assessment and / or peer assessment? *How do you ensure that examples of gifted and talented work are on display or readily available to raise the expectations of both learners and teachers. *How effectively are you involving teaching assistants or supply teachers in the identification of, and provision for, the gifted and talented.
- How effectively are you liaising with the schools' library service or other local resources support services?

Thinking skills

Thinking skills enable pupils to turn experience into learning. They focus on developing an understanding of 'how' to learn rather than just 'what' to learn. At Harden Primary School, thinking skills are not an addition to the curriculum but are embedded in all subjects in the curriculum.

Examples of thinking skills include:

- Information processing skills, which enable pupils to interpret and analyse information to show their understanding of concepts and the relationships that exist between these concepts.
- Enquiry skills and enquiry based learning, which enable pupils to ask relevant questions, pose and define problems, plan how to test their predictions and analyse the data collected.
- Reasoning skills, which enable pupils to justify their opinions with reasons and/or evidence, draw inferences and make deductions.
- Creative thinking skills, which enable pupils to generate and extend their ideas, suggest possible hypotheses and apply imagination to their thinking.
- Evaluation skills, which enable pupils to judge the value of what they hear, read and do, develop criteria for judging their own and other's work and develop confidence in forming their own points of view.

Supporting pupils At Harden Primary School

It is the responsibility of class or subject teachers to identify and support a pupil who is not achieving their potential. For more-able and talented pupils, the following process is implemented to ensure that any additional needs are identified, and appropriate interventions are put into place.

- Assess: The class or subject teacher, working with the Head of School, will talk to the pupil to identify barriers to progress
- Plan: In consultation with the parent, pupil and Head of School, the teacher will identify the interventions to be put in place, as well as the expected impact on progress, along with a review date.
- Do: The teacher remains responsible for working with the pupil. The Head of School will be available to support in the further assessment of implementation of support.
- Review: On the agreed review date, the teacher and Head of School review and evaluate the effectiveness of the interventions and their impact on the pupil's progress, considering the views of the pupil and their parents. The support is revised in light of the pupil's progress and development in consultation with the pupil and parents.
- Provision will be reviewed with the consideration of the child's mental health needs and it will be evaluated how this can be further supported including My Happy Mind and other support strategies.

EQUAL OPPORTUNITIES

Our aim is to provide equal opportunities across all aspects of the curriculum for all children. The special needs of each child are considered when planning the curriculum to ensure an inclusive environment so that each child reaches his/her potential.

MONITORING AND EVALUATION

The Policy for Most Able and Gifted and Talented Pupils and related practices will be monitored and evaluated by the Leadership Team and the linked governor to ensure procedures and processes are maintained and developed appropriately for the benefit of the children.

The linked governor is named as Jenni Mayo.