



The Leys Primary & Nursery School

Learning TodayLeading Tomorrow

More Able Policy

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At The Leys Primary and Nursery School, all children are valued for their individual strengths and talents whether this is in a core curriculum subject or any other area of the curriculum.

What is our Vision?

Here at The Leys Primary and Nursery School, we are committed to providing an inspiring, challenging and enriched curriculum for **all of our children and young people**. We plan our teaching and learning so that each child can reach their full potential- including provisions and challenges for our pupils who have been identified or have the ability to be More Able. These pupils must be recognised, supported and stretched in order for them to reach their highest level of attainment.

What are our Aims?

1. Recognise and support the abilities, personal qualities and talents of ALL pupils;
2. Promote a sense of enjoyment and excitement in learning and a culture of high expectation for all pupils;
3. Ensure that all children receive an education appropriate to their abilities;
4. Provide challenge for all, including the most able, employing a range of teaching methods which encourage pupils to take responsibility for their own learning;
5. Develop a recognition and awareness of more able pupils and their individual strengths;
6. Ensure that all teachers share responsibility for the monitoring of pupils, including the more able pupils;
7. Recognise more able under-achievement and seek to remove any barriers to learning;
8. Provide opportunities for all pupils to develop their strengths through high quality extra-curricular activities and curriculum enrichment, including specific provision for more able;
9. Consider the personal, social and emotional needs of all pupils, including those of our most able;
10. Work in partnership with parents to maximise the opportunities for pupils' to reach their potential;
11. Celebrate the achievements of all pupils;
12. Use national standards to regularly review our provision for more able pupils.

What is our Success Criteria?

- a) Pupils are identified and subsequently monitored through a variety of means.
- b) Thought-provoking enrichment activities are planned within the curriculum for each year group and class; whole school enrichment activities meet a range of needs.
- c) More able pupils feel and experience an atmosphere of support and care for their needs.
- d) The implementation of this policy helps to raise achievement across the school.
- e) Members of staff are confident in implementing the provision and using terms outlined in the policy.
- f) More able pupils are tracked and continue on the trajectory.

What does 'More Able' mean?

We have taken the definition of More Able and Talented from the National Association for More Able Children in Education (NACE):

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
- 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.

How do we identify our More Able Pupils?

NACE outlines that 'Identification of more able pupils is a complex matter and is a whole-school issue which should be discussed and agreed by all staff'

By identifying the 'more able' pupil teachers can assess needs which should inform the planning of work to ensure appropriate pace and challenge. Due to the complexity of identifying more able pupils we use a variety and a combination of methods:

- In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception

year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be most able.

- Analysis of summative test results and formative teacher assessments
- KS2 SATs
- Teacher observations and knowledge of pupils
- Information from specialist teachers, e.g. sports coaches and music teachers
- Discussions with parents and pupils

What Characteristics may a More Able child have?

According to Potential Plus UK (2018) there are twenty-five descriptors which represent the majority of children tested as having high learning potential (more able). These are applicable to a wide age range, applicable to children of different socioeconomic backgrounds, gender and are easily observable in the home and school environment:

1. Learns rapidly
2. Extensive vocabulary
3. Excellent memory
4. Reasons well
5. Strong curiosity
6. Compassion for others
7. Vivid imagination
8. Long attention span
9. Concern with justice and fairness
10. Emotionally sensitive
11. High energy level
12. Perfectionist
13. Questions authority
14. Perseverant in interests
15. Wide range of interests
16. Good at puzzles
17. Ability with numbers
18. Judgement mature at times
19. Quirky or grown-up sense of humour
20. Intense
21. Morally sensitive
22. Prefer older companions and/or adults
23. Keen observer
24. Early or avid reader
25. Highly creative

It is important to recognise that not all more able pupils are obvious achievers or have the same skills/traits as other more able learners. Many actually under

achieve - their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs and lack of challenge.

According to a research study by Del Siegle (2018) Up to 50% of gifted children underachieve at some point in their school career; therefore, it is an important issue for parents and educators to address. To enable these pupils to fulfil their potential, it is vital to give everyone in the school the opportunity to excel. As a school, we recognise that we need to be aware of any groups of pupils who may be underachieving and to assess the potential ability of these pupils

How do we stretch our More Able pupils?

WHOLE SCHOOL STRATEGIES

Whole school strategies currently available are:

- Targeted verbal feedback in all lessons of the curriculum that encourages challenge, reflection and reasoning.
- Differentiation according to the learning needs of the individual
- Enrichment and extension activities which add breadth and depth to the curriculum.
- The encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates such as head teachers awards and stars of the week.
- Out of school achievements and awards are also rewarded and celebrated through our school newsletter.
- Enrichment days, as well as cross-curricular projects, when the normal timetable is suspended and pupils are offered challenge and responsibility for example- Maths/Science Week, World Book Day, ART day, STEAM week.
- After school clubs to extend the curriculum further.
- Specialist whole class teaching (steel pans, sporting futures activities and private lessons-such as piano lessons).

CLASS BASED STRATEGIES

Class based strategies currently available are:

Through effective planning, assessment, record-keeping and liaison with children's previous teachers we aim to:

- Provide problem solving and investigation activities to develop reasoning, questioning and thinking skills.
- Identify appropriate objectives and have explicit more able activities identified in planning across the whole curriculum.
- Encourage all children to become independent learners and discerning questioners by: organising and making choices about their own work, carrying out unaided tasks which stretch their capabilities, developing

the ability to evaluate their own work and so become self-critical reflectors.

- Ensure pupils' achievements match their potential ability, taking into account the schools' performance data as well as information from pupil tracking meetings.
- Analyse attainment data in order to identify those pupils who have the potential to reach high levels of performance.
- Establish what the children have done previously in order to prevent repetition.
- Provide challenges through high-quality tasks which include:
 - **Mastery tasks** which allow pupils to apply the curriculum in more complex and in-depth, cross-objective methods. They demonstrate how skilfully a pupil can apply their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations, often using reasoning or problem-solving.
 - **Next steps**- these are given to all children to help push on their understanding and learning. Next steps can cover so many areas of practice - building on a child's current skills, knowledge and experiences and supporting them to make the best possible progress from their starting points
 - **Extension work** occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.
 - **Enrichment tasks** consist of broadening a pupil's education. This can consist of enabling a pupil to study aspects of the topic that there would not normally be time to study, or it can consist of adding extra subjects to the curriculum.

What extra activities do we do for our More Able pupils?

- ❖ We take part in the 'HFL Year 5 Maths Competition' where our year 5, more able maths pupils, take part in a number of problem-solving and thought-provoking challenges- competing against other schools in our local area.

'Healthy competition inspires kids to do their best - not just good enough. When students compete they **will become more inquisitive**, research independently, and learn to work with others. They will strive to do more than is required. These abilities prepare children for future situations of all kinds' (INEOS, 2021).

- ❖ The school runs an enrichment club known as 'Press Gang' where our more able writers from years 5 and 6 become 'news reporters' for our school- they track events and activities that are taking place each half term and write a news article related to the event. This is then edited and up levelled and published to all parents, carers and staff- each half term.

- ❖ The Mad Science Company holds an after school enrichment activity which provides all children challenging, inspiring investigative work- this welcomes our more able science pupils to develop their investigative and reflective skills.
- ❖ We also run many other after school activities throughout the year, which invites all pupils, but is beneficial for our more able pupils to develop their skills in their more able field- including: dance, fun fitness, football, choir, chess club, multi sports.
- ❖ Our Maths Lead runs an after-school maths club for our more able pupils to challenge their mathematical brains through open ended enquiries and skills development. This club then participates in The Primary Maths Challenge

Celebration

We have a culture of celebration at The Leys' and celebrating the achievements of our pupils is very important to us. House points are awarded regularly and certificates, including head teachers awards, are presented in assemblies for pupil achievements. Our weekly newsletter includes a segment called The Leys as talent, where parents and carers can share a child's achievements from outside of school.

How do we Track the progress of our More Able pupils?

In order to keep track of the progress of our more able pupils, monitoring at The Leys is undertaken in the following ways:

- Tracking pupils through pupil progress meetings where staff discuss the learning and development of the pupils in their care with the senior leadership team.
- Regular monitoring- by the more able lead along with subject leaders- of more able books to ensure effective differentiation and challenge.
- Lesson observations- by the more able lead, subject leaders and phase leaders- to ensure appropriate questioning, differentiation and challenge for our more able pupils.
- Pupil voice- to ensure that the more able pupils feel that their needs are being met and that they feel effectively challenged in all areas of the curriculum.

- Staff Voice- to ensure all teaching staff are able to deliver a thought-provoking and challenging curriculum and to ensure that they have the resources and knowledge to do so.

Tips for Parents/Carers of More Able pupils:

- Help your child see that tackling challenges is more of a success than any amount of easy achievement and that making mistakes is an important part of learning.
- Try not to fixate on scores and grades as a measurement of success.
- Encourage your child to take as much responsibility as they can for managing their learning and thereby offer them the opportunity to be trusted.
- Try not to accept first responses too quickly.
- Ask your child to justify and reason their opinions and answers as thoroughly as they can.
- Encourage them not to over-simplify their explanation.
- Try not to praise talent before effort.

Suggestions for supporting More Able children at home:

- Read with them, and to them, even if they are good readers, asking questions linked to our VIPERS Scheme (see below).
- More Able children enjoy learning new words. Have a new 'word of the week' at home, think about how to use this word in context as well as how to spell the word.
- Extend their general knowledge with a 'fact of the week'- get them to come and tell their teacher or peers their new fact!
- Encourage physical activity to develop coordination and general fitness.
- Do not always focus on your child's obvious skills. Encourage him or her to sample new challenges to develop new skills.
- All types of puzzles, crosswords, logic games, word games, card games and board games help to develop children's thinking skills and social interaction.
- Learn a new language together.
- Give children a broad range of experiences- both in and out of the home.
- Sometimes the most effective support that a parent can provide may be to limit the number of engagements and formal activities their child is exposed to, in order to ensure that the child has the space and free time in which to play, experiment and develop hobbies and interests of his or her own.

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise

