

SAINT CHRISTINA'S SCHOOL: MORE ABLE POLICY

Review Initiated by	Headteacher
Last Review	Summer 2024
Next Review	Summer 2025

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publically available on the School website and on request a copy may be obtained from the School Office.

This Policy should be read in conjunction with Saint Christina's Assessment and Curriculum Policy.

1. Introduction

- 1.1. We believe that every pupil in the school has the right to receive assistance in achieving his or her full potential and therefore we aim to provide the best possible provision for pupils of all abilities and this includes pupils who are particularly able. We plan our teaching and learning so that each pupil can aspire to the highest level of personal achievement. Our School has a responsibility to ensure sustainable and effective provision for the needs of the most able pupils.
- 1.2. The aims of this policy are aspirational. 'More Able' provision should meet the specific learning needs of pupils and such provision should improve achievement for all pupils by giving appropriate challenges. Provision for the 'More Able' should be rooted in the notion of 'developing expertise', and is not just about passing more exams. Within the term 'More Able' we include those who have a given talent and those who are academically curious and show intellectual ability. They are children who are higher level thinkers and are considered to be those who demonstrate a significantly higher level of ability than most pupils of the same age in one or more curriculum areas or in other areas such a creativity or curiosity. The 'More Able' policy is integral to the school's inclusion agenda and reflects best practice in the school.

2. Aims

2.1 All children have a right to a challenging and appropriate education. If pupils have ability or abilities beyond the large majority of their peer group, they need a curriculum that goes beyond the standard curriculum. Saint Christina's School aims to:

- Offer opportunities to develop skills and talents through our broad curriculum.
- Ensure expertise through our specialist teaching staff.
- Raise aspirations for all pupils.
- Ensure all children fulfil their potential through challenges and extension work.
- Have high expectations of achievement for all pupils.
- Develop great enterprise, self-reliance and independence for all pupils.
- Ensure staff commitment and training to develop pupils' full potential.
- Consider the emotional / social needs alongside intellectual needs.
- Have parents involved in the educational process (as appropriate).

2.2 Saint Christina's is committed to raising the achievement of all pupils:

- We believe that raising achievement for the More Able pupils is a basic issue of equal opportunities.
- We believe that raising the achievement of the More Able will raise the achievement of all pupils.
- Our school ethos and values celebrate all forms of achievement.
- Providing for and raising the attainment of More Able pupils is the responsibility of all staff.

In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents,

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although not to the detriment of other areas of learning.

3. What is a definition of More Able?

3.1 At Saint Christina's we see the More Able pupils as those who have the potential or capacity to develop expertise in one or more subjects of the statutory curriculum and they achieve a level well above the national average in these areas. We see the More Able children as those who are academically curious, show intellectual ability and are higher level thinkers.

3.2 Within the school, we recognise that More Able pupils can be:

- Exceptionally good "all-rounders".
- Extremely high achievers in one area.

4. Roles and Responsibilities

4.1 More Able Leader

- To promote a school ethos in which success is celebrated and staff recognise a shared responsibility for their More Able pupils.
- To develop and maintain knowledge of good practice in the management of More Able pupils.
- To develop and maintain policies and procedures for the definition, identification, provision and monitoring of these pupils.
- To support staff with the identification of More Able pupils.
- To monitor progress and achievements of More Able pupils and feedback to the Senior Leadership Team.
- Organise a More Able tracking register.
- To lead CPD sessions for members of staff.
- To initiate enrichment activities and extension opportunities within and beyond the school.
- To liaise with outside agencies, feeder schools and secondary schools.
- Be aware of trips, competitions, etc., that will give More Able children an opportunity to extend themselves in other areas (e.g. debating competitions).
- Along with the Senior Leadership Team monitor extra-curricular clubs and programmes for school (e.g. Curiosity Club).
- Ensure teaching assistants are trained and are confident in providing the appropriate support.
- To monitor planning and teaching to ensure appropriate challenges are set.

4.2 Members of Staff (Class Teachers / Teaching Assistants / Specialist Teachers / Learning Support)

- To promote a school ethos in which success is celebrated and acknowledge a shared responsibility for Most Able pupils.
- To be aware of the different abilities of pupils in their class and support / challenge them appropriately.
- To set appropriate targets for the More Able pupils in their class.
- To ensure that teaching objectives for the More Able pupils are differentiated as appropriate.
- To regularly assess the pupils' work and keep records of attainment and progress to inform future provision.
- To examine classroom organisation and review provision of extension and enrichment materials in relevant curriculum areas.

5. Procedures

5.1 There will be a percentage of the children in our school considered as 'More Able'. Provision will be made for these children within normal class teaching, but sometimes we will provide enrichment or extension

activities to promote their skills and talents further. The provision is outlined in 5.5, 5.6 and 5.7

5.2 While we recognise and cater for the Most Able children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. We value the individuality of all our pupils and ensure that our teaching and learning takes into account the needs of all the pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards and to develop an intellectual curiosity and to be interested in the world around them. This policy guides the way in which this happens for our More Able pupils. In our mission statement, we declare accordingly that we value the individuality of all our pupils.

5.3 Identification

5.3.1 We use a range of strategies to identify More Able children. The identification process is ongoing, and begins when the child joins our school. The attitude of the staff is a crucial element in identification, as information has to come from many different sources and some indicators will be evident only to open-minded, sympathetic and perceptive teachers. Each child's pre-school record given details of achievements and interests in particular areas.

5.3.2 Discussions with parents and carers enable us to add further details to these records. Children undergo baseline assessment within the first term of joining our Nursery / Reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent or carer, and use this information when planning for individual needs.

5.3.3 As the children progress through the school (and new children join), we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify the More Able children when they achieve high levels of attainment across the curriculum or in particular skills or aspects of subjects.

5.3.4 We also recognise that those pupils who are More Able do not always show their ability. Such pupils are More Able even though their abilities may be hidden or remain as potential.

5.3.5 Multiple criteria and sources of evidence are used to identify More Able pupils within the school given that there is no perfect single instrument to identify More Able pupils, these pupils will be identified by making a judgement based on an analysis of various sources of information including:

- Observations of children.
- Analysis of ongoing work and of formal and informal assessments. Standardised assessments such as CATS, termly PIRA, PUMA and the Hodder Reading Test are used to help to identify More Able pupils.
- Teacher / phase leader identification through ongoing observations / progress meetings.
- Detailed records from previous classes.
- Good communication between teachers.
- Continuous assessment by the teacher of tasks which are open-ended enough to allow the child to show what he or she can do.
- Identification by club leaders (e.g. after school dance, football clubs, etc) as well as by outside agencies (e.g. Educational Psychologist).
- Observations from teachers for non-academic talents such as creativity, leadership, problem-solving and emotional intelligence.

5.4 Potential checkpoints when identifying children with high potential:

- Very articulate/verbally fluent.
- Keen powers of observation.
- Reads widely and rapidly.

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- Well developed vocabulary - takes delight in using unusual and new words.
- Has higher level curiosity.
- Absorbs information rapidly.
- Very good memory - can recall information in different circumstances.
- Have the ability to concentrate deeply for prolonged periods.
- Very good powers of reasoning and problem solving.
- Have intense interests.
- Possess unusual imagination - divergent thinking.
- Have a great interest in "big" questions, e.g. the nature of the universe, the problem of suffering in the world, environmental issues.
- Communicates well with adult.
- Makes strong cross curricular links.
- Able to reflect on their own learning.
- Likes open-ended situations.
- Produces original and creative ideas.
- Is highly self motivated and sets personal goals.
- Can be risk averse, seeking perfection and accuracy at all times.
- Likes solving puzzles and problems
- Enjoys meetings or talking with older children or adults

5.5 Provision throughout the school

At Saint Christina's we believe that ability is fluid and can emerge at different stages. We are therefore constantly reviewing the needs and provision.

The School aims to create a climate in which success is valued by everyone and where individual differences are accepted. We therefore want to ensure that we have a dynamic, non-labelling approach that avoids limiting children's potential to a fixed notion of ability.

This will involve:

- A More Able register for all year groups.
- The identification of the particular needs of More Able children in the planning.
- The provision of appropriate resources.
- The encouragement of children to be independent in their learning and taking ownership of their own work, access the resources they need, work unaided, make their own choices about work, evaluate what they are doing, and be self-critical through DIRT time.
- The provision of cross-curricular activities which provide opportunities for the More Able child to work with others of a similar ability (e.g. music theory and curiosity club).
- Celebration of achievement.
- Regular reviews with the class teachers to identify reasons for underachievement.

5.6 Provision within the classroom

5.6.1 We provide a broad and balanced curriculum and encourage intellectual curiosity with many opportunities for all of the children, including the Most Able in order to excel in what they do both within and beyond the classroom. Teacher skills and high degree of subject knowledge enable work to be planned in breadth, depth and pace. Themed weeks, clubs, programmes in and out of school time, visits made, visitors to school, such as Theatre Companies, Authors, parents, all contribute to a curriculum that encourages engagement and intellectual stimulation and stretch.

5.6.2 Children are provided with 'in depth' learning which includes high order questioning, differentiated instructions and activities, which meet the needs of all learners providing challenge without

segregation or separation. We encourage children's thinking and develop independent working, both individually and in groups. We encourage inquiry based learning to foster curiosity where children of all abilities are engaged through questioning, exploration and problem solving. There is an emphasis in providing opportunities for the More Able children to be challenged in their thinking through:

- discussion and debate
- prediction
- deduction and inference
- justification
- reflection
- processing and analysis
- reasoning and arguing
- language richness and economy

- 5.6.3 Reading beyond the text is developed during guided reading sessions through higher order questioning. Children are also encouraged to raise questions and to 'find out'.
- 5.6.4 Through the range of grouping strategies (see Teaching and Learning Policy), the More Able children not only benefit from working in same ability groups but are able to recognise the benefit this has for them by working with children of mixed ability. Working as part of a team and acting as role models enable the More Able to articulate and refine their thinking and understanding.
- 5.6.5 In Sports the More Able children often provide demonstrations in class and on occasions coach their peers.
- 5.6.6 Independent activities also include the use of IT and computer programs, as well as the use of the Internet with websites such as NRICH for Maths and problem solving activities. Further independence and responsibility are encouraged through a variety of opportunities, such as having responsibility in class, being class monitors.
- 5.6.7 Homework is another way in which our More Able children are challenged and extended with opportunities to do some research and consider ways of presenting their work. The children in Year 5 are tasked each week with preparing a Current Affairs presentation based on a news story of that week. They then present these to the class. Year 6 also do Current Affairs as well as a weekly persuasive debate to develop their critical thinking skills.
- 5.6.8 Children work in range of groupings, including small ability groups (typically for Phonics, Literacy, and Maths) as well as in mixed ability larger groups and in pairs. Planning is differentiated and there is progression and continuity in lessons planned and knowledge and skills to be taught. Learning objectives are shared both in the short term and in the long term allowing children to see the 'Bigger Picture' emerge.
- 5.6.9 Teachers ensure that lesson plans include effective and explicit strategies for differentiation which provides appropriate challenge for the most able. Learning objectives and learning outcomes should also be differentiated to meet the needs of the most able students. They ensure that stretch and challenge is included in planning and that planning recognises that More Able pupils need qualitatively different learning experiences, and not just more of the same. Teachers utilise a variety of learning strategies and approaches which acknowledge that individuals learn in different ways and provide opportunities for pupils to use and develop higher level thinking skills through extended writing in all curriculum areas, problem solving and extended research.
- 5.6.10 There are challenge questions around our school to provide extra opportunities for all children to think outside of the box.

5.7 Provision beyond the classroom

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- Curiosity Club for pupils in KS2 targets the More Able children one week and is open to other pupils the following week.
- A wide variety of extra-curricular activities including: sports clubs, instrumental lessons, choirs, orchestras, extra drama, ballet, chess club, debate club, reasoning club, STEM club.
- Opportunities for entering competitions.
- Internal competitions including the Pi Day, Rubix cube and curious question challenges as well as poetry, photography and talent shows.
- Trips - for example to the Lord Mayors conference.
- Cross-curricular projects (intellectual curiosity projects) allow children to apply their knowledge creatively across subjects to enhance their curiosity.

6. Social and Emotional Development:

6.1 Saint Christina's supports the social and emotional well-being of more able children ensuring that they are challenged but not overwhelmed. We foster an environment where curiosity, persistence and growth mindset are encouraged, and mistakes are seen as opportunities to learn.

7. Monitoring Progress:

- All class teachers are expected to monitor the progress of all pupils they teach including the More Able pupils.
- Outcomes of pupil work.
- The More Able Leader will monitor and review of More Able enrichment programme. They will also review the policy's effectiveness.
- The More Able Leader will monitor the progress and achievement of all pupils on the More Able Register and update targets in light of data and feedback from members of staff.
- Monitoring of pupil achievement in conjunction with phase leaders/class teachers.

8. The More Able Register:

8.1 At Saint Christina's we have a More Able Register. It is maintained by the More Able Leader and it is their responsibility to review / update the register on an annual basis, to acknowledge emerging ability in consultation with class teachers and phase leaders.

9. Partnership with Parents:

9.1 we foster a good relationship with parents to ensure consistent support for the more able children both at school and at home. We guide parents on nurturing curiosity and support their child's learning journey without pressure.

At Saint Christina's we develop curiosity for all children, not just those identified as more able, creating an inclusive environment where every child can thrive.