



More Able Policy

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Version:	Date:	Notes:
V 1.1	December 2022	This replaces the previous Policy for Gifts, Talents and Aptitudes Nov 2020
V 2.1	January 2024	References to Leaders of Learning taken out Reference to AI put into section 3 Appendix 1 has been added

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Purpose and Rationale

Sandcross School welcomes pupils with a wide range of abilities and we believe in finding excellence in everyone. We aim to provide a stimulating and challenging curriculum for all pupils, which will enable them to reach their full potential. In this policy, we aim to outline the purpose, nature and management of the teaching of pupils who are identified as being 'more able' or having a particular aptitude for something.

1. Legislation

Provision for our 'more' and 'most' able children is an integral part of the whole school teaching programme. The purpose of this policy is to ensure that we recognise and support the needs of these children according to national guidelines.

The Department for Education no longer uses the term 'Gifted & Talented', but does recognise the needs of academically more able pupils. They advise schools to 'decide how best to cater for these pupils, while ensuring the needs of all pupils are met.'

Ofsted say 'inspectors will pay particular attention to whether the most able pupils are making progress...'

2. Aims

At Sandcross, we work together to meet the needs of more pupils in the following ways:

- Class teachers plan appropriate activities within a Knowledge Rich Curriculum which allow all children to challenge and extend themselves to the highest level.
- Class teachers are mindful of external opportunities such as those provided by clubs and will encourage children showing an aptitude in a certain area to pursue these opportunities, discussing with parents as appropriate.
- Teachers, along with the leadership team, regularly review children's progress.
- Teachers liaise with parents to discuss children's achievement in school and those occurring outside of school.
- Parents are asked to let school know of any external recognition their child may have had such as sporting representation, music gradings or acting performances so that they can be recognised

3. Teaching and learning

Teachers plan carefully to meet the needs of all pupils. They are given opportunities to show what they know, understand and can do. Ways of ensuring this include:

- Teachers use Bloom's taxonomy to challenge higher order thinking and reasoning skills: creating; evaluating; predicting and justifying.
- Teachers use a variety of questioning techniques to challenge, develop and further pupils' thinking.
- Teachers link concepts to broaden understanding and grow vocabulary to deepen the expression of understanding
- Teachers may encourage a common activity that allows all children to respond at their own level of challenge and curiosity.
- Deepening activities may be shared which broaden children's learning

- Learners may be given the opportunity to progress through their learning at their own pace so that they move quickly onto activities which challenge and move their learning on.
- Teachers and learners take the opportunity to use AI for feedback and challenge using Accelerated and STAR reading termly assessments and in the use of Century for homework in KS2.
- Sandcross offers a wide range of extra-curricular activities, which further extends children's learning. These include music, creative and performing arts and a variety of sports teams.
- There is a talent show each year where children's talents are celebrated.

The more able in English may:

- Demonstrate high levels of fluency and originality in their conversation
- Enjoy reading from a wide range of texts and may make unusual choices
- Use a wide range of vocabulary and have a love of words
- Write for their own pleasure and amusement
- Enjoys playing with words or word use

The more able in Mathematics may:

- Explore a range of strategies for solving problems
- Be curious when working with numbers and investigating problems
- See solutions quickly, sometimes in more unusual ways
- Look beyond the question, in order to hypothesise and explain
- Work more flexibly, and establish their own strategies
- Enjoy manipulating numbers and the challenge of solving number problems

Further characteristics of more able learners can be seen in Appendix 1.

4. Monitoring and reviewing

The Curriculum and Assessment lead and Lead Practitioners will talk with children and staff to assess the quality of the provision, opportunity and impact on the children's development.

- Pupil Achievement Meetings will be held termly between the AHT, LPs and Class teachers where 'More Able' pupils will be discussed
- Regular moderation within year groups and across phases will look at provision and outcomes for greater depth children
- Quality assurance of teaching and learning will ensure challenge is evident for the 'more able'
- Greater Depth assessment figures will be shared termly with class teachers and the local Committee
- CPD will be given to staff in order to support 'more able' children in the classroom
- Clubs offer will be reviewed termly to ensure variety and opportunity

5. Involving Parents and Carers

- Class teachers will encourage children and their carers to share activities where a child shows a particular aptitude.
- In Early Years the success can be shared on 'Tapestry' and in years 1 to 6 this may be shared with a picture, certificate or medal in the weekly Celebration assembly

- Class teachers will share with parents when a child shows a particular interest or ability within the curriculum or in enrichment time

Appendix 1

More able pupils are likely to demonstrate some of the following characteristics:
Demonstrate outstanding ability and attainment maintained over time in one or more specific curriculum area including arts, sports and social and leadership skills.
Are fascinated by, or passionate about, a particular subject or aspect of the curriculum.
Exhibit advanced problem solving skills. Work in advance of their peer group.
Have great intellectual curiosity.
Possess superior powers of reasoning, of dealing with abstract concepts, of generalising from specific facts and ideas and of understanding complex meanings.
Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
Are determined, diligent and interested in uncovering patterns.
Guide and monitor their own thinking on task (self-regulating).
Communicate their thoughts and ideas well.
Show initiative and originality in intellectual work.
Able to draw inferences, see alternative configurations and adopt alternative strategies.
Ask questions, play with ideas, initiate projects, and invent approaches.
Think quickly and accurately.
Have a great interest in the nature of the world and things around.