



# More-Able Pupil Policy

Approved by Governors Sept 2024  
Curriculum and Standards Committee

To be reviewed at least every three years  
To be reviewed Sept 2027

Governors print \_\_\_\_\_

Governors signed \_\_\_\_\_

Date \_\_\_\_\_

## **More-Able Pupil Policy Joseph Turner**

### **Statement of intent**

At Joseph Turner we aim to help all our pupils to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially. We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables pupils to reach their potential. The curriculum and organisation of the school must allow each pupil to learn at a pace that is appropriate for them and more-able pupils should be given the opportunity to study subjects to a greater breadth and depth using their curriculum knowledge to solve problems and investigate possibilities. This policy is a statement of the entitlement of children who are more-able and of the ways that entitlement is met.

Our policy of maximising the potential of our More-Able pupils is understood and supported at all levels in the school, including with governors and all staff, as well as pupils and parents/carers. This policy is implemented in order to support our school vision.

### **1. Aims and objectives**

Through the policy, we aim to ensure that:

- We recognise the different needs of our More-Able pupils, including those who coast, are underachieving, have special educational needs (which may be hidden or masked by their ability) or are from ethnic minorities.
- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas.
- To identify children with the potential and who are achieving at a greater depth and to make appropriate provision which stretches their learning in all areas in order for the children to apply their understanding of National Curriculum objectives at a greater depth.
- To provide an appropriately challenging curriculum for more-able and potentially more-able children through extension within the curriculum and through enrichment/study support beyond it.

### **2. Definition**

We recognise that there are many definitions of More-Able. In our school we use the following definition:

- Pupils that can apply new or previously taught knowledge in complex or multi-layered ways across a range of contexts.
- Pupils who are able to demonstrate a greater depth of understanding, each term and against their end of year objectives in multiple ways, across the curriculum.
- More-Able children will be identified as 'Greater Depth' on end of Key Stage assessments.

### **3. Identification**

Our overarching identification policy is:

- To identify the pupils who fall into our stated definition of More-Able pupils.

A variety of methods will be used to identify more-able pupils including:

- Teacher observation, assessment and nomination.
- Testing and tracking (results of national curriculum tests, school monitoring and reading tests, Foundation Stage Profile, etc.)
- Results from termly Standardised Assessments, including including NTS Reading, NTS Maths and GAPS SpAG tests. Any child consistently achieving a score of equal to or greater than 115 demonstrates that they are working within the greater depth standard and will be classed as a More-Able child.

- Scaled scores from termly standardised tests will appear in each child's assessment overview on Insight, where progress towards being More-Able can be tracked over time.
- Evidence from other sources (parents, outside providers, observations of other colleagues - special educational needs co-ordinator, teaching assistants, etc).
- We recognise that some pupils will not be obvious candidates for our More-Able programme, but when they are challenged and enthused in an appropriate way, their gifts or talents are more likely to become apparent.
- We recognise that pupils may not be More-Able in every subject and our policy makes allowances for this to ensure that pupils are supported in their areas of need and stretched and challenged in their area of talent and potential.

#### **4. Providing feedback to parents/carers**

It is important that parents/carers are kept informed of their child's status as More-Able. This is done in the following ways:

- Through a meeting, should they request it, at each parent's/carer's meeting with the special educational needs coordinator (SENCO), or class teacher.
- Through a meeting at least once a year with all parents/carers of the pupil in the school in the More-Able cohort. The purpose of this meeting is to outline:
  - How the school identifies our More-Able pupils.
  - What we are doing to support them.
  - The open door policy.
  - Identify a named person to see to discuss any issues that may arise.
- Through end of year reports which demonstrate a child is working at Greater Depth in a particular subject when they receive an 'X' code (for example, a year 4 child achieving a 4X demonstrates they are working at Greater Depth for this subject and are therefore classed as a More-Able pupil in this subject).

We believe that involving parents/carers and having a positive working relationship between school and home is extremely important if a pupil is to maximise their potential.

#### **5. Planning for provision**

- targeted pupil feedback in maths, reading and writing that encourages greater depth.
- enrichment and extension activities which add breadth and depth to the curriculum.
- setting and separating pupil groups where appropriate.
- the encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates.
- school productions and class assemblies to challenge and extend the more gifted artists, singers, dancers and actors.
- Provide quality training for staff to improve pedagogy and subject knowledge to enhance their teaching.
- Identify appropriate greater depth activities in planning across the whole curriculum. (Supported by curriculum leaders)
- analyse attainment data in order to identify those pupils who have the potential to reach high levels of performance.
- ensure pupils achievements match their potential ability, taking into account the schools' performance data as well as information from its own pupil tracking.

#### **6. Teaching of greater depth pupils**

Whilst the needs of every More-Able pupil will be different, there are particular class based provisions that are especially beneficial to our More-Able cohort. These include:

- Access to Quality First Teaching through which Adaptive Teaching (scaffolding and extending teaching and learning to meet the needs of all pupils) will ensure that all pupils have access to a relevant and appropriate curriculum.
- provide problem solving and investigation activities to develop reasoning, questioning and thinking skills.
- Encourage all children to become independent learners and discerning questioners by: - organising their own work - carrying out unaided tasks which stretch their capabilities - making choices about their work - developing the ability to evaluate their own work and so become self-critical
- establish what the children have done previously in order to prevent repetition provide challenges through high-quality tasks for enrichment and extension
- set differentiated homework if appropriate (in Year 6, this may be in the form of 'stretch' revision guides, which focus on more complex questions aimed at more able pupils).
- providing challenges which go more deeply into a topic or enrichment (providing other activities which run alongside the normal curriculum and go more broadly into specific areas of study).
- Teachers use a range of flexible learning and teaching strategies to keep the most-able children interested and provide them with challenge, such as higher order questioning using Blooms Taxonomy, problem solving and representing their knowledge in different ways.
- This is supported by individual target setting appropriate grouping arrangements.
- When appropriate, there will be opportunities for collaboration between our More-Able pupils within class.
- KS2 SATs booster groups for identified More-Able children aiming to achieve Greater Depth.

We aim to create an ethos where pupils feel good about achieving excellence and both achievement and effort are celebrated. Pupils are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods.

## **7. Monitoring**

Monitoring will take place by:

### Class based assessment

- All teachers are involved in identifying More-Able children during target setting and in pupil progress meetings.
- All teachers will assess the progress of pupils through normal classroom practice and assessments.
- All teachers regularly using class formative and summative data to update the school pupil tracker
- Where children have been identified at working at a greater depth, the corresponding objective on the school pupil tracker, contained within Insight, will be achieved at a greater depth, highlighting the overall attainment within reading, writing and maths against greater depth standards.

### Whole school monitoring

- Monitoring carried out by the Senior Leadership Team and individual curriculum leaders will ensure that the whole school curriculum meets the needs of the More-Able.
- Lesson observations and learning walks across the curriculum will ensure the correct provision for the More-Able pupils in the school.
- Monitoring of books and planning will identify strengths and areas for development in provision for the More-Able pupils.
- Moderation opportunities across phases during PDM time to discuss work of more able children.
- Identified children will be monitored to ensure they are a focus to achieve the greater depth standard, whilst any More-Able child falling behind will be a focus at pupil progress meetings to ensure they catch up and achieve their potential.

