
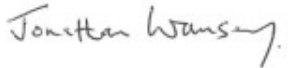


# More Able Policy

## Leehurst Swan School



<b>Approved by:</b>	 Headteacher  Representative of the Board of Governors	<b>Date:</b> 09.11.23
<b>Last reviewed on:</b>	09.11.23	
<b>Next review due by:</b>	09.11.25	

## **This policy applies to the whole school including EYFS**

### **Introduction**

The Leehurst Swan education is designed to celebrate the individual - everything we do is to create a community of learners in small classes who are supported in pursuit of individual passions and talents and well equipped to meet the challenges of the present and the future, taking account of individual aptitudes, needs and prior attainments including those pupils who are More Able and those with an Individual Learning plan or EHCP, or those with EAL. Leehurst Swan is fully committed to ensuring that the application of this Highly Able pupils policy is non-discriminatory in line with the UK Equality Act (2010).

**Our Mission is “To encourage every pupil to find their voice”**

### **Overview**

In keeping with the aims of Leehurst Swan we seek to provide opportunities for pupils who show exceptional talent or development in their academic, sporting and creative studies, to enable pupils to extend their knowledge, understanding, skills, and interests at Leehurst Swan.

Wherever possible, such activities will be within their curriculum; and we will strive to provide opportunities in an extra-curricular context.

The understanding is that: potential + opportunities/support + personal drive = high achievement

All staff will:

- enable all pupils to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, through providing appropriate challenge in our learning environment;
- meet individual pupil's needs: putting personalised learning at the heart of our teaching and learning and using adaptive strategies;
- provide opportunities to identify, and in turn nurture those who are more able.

### **DEFINITIONS OF MORE ABLE**

To identify more able pupils we have adopted the following definitions:

- Those who show an exceptional ability. This might be in a curriculum area such as mathematics, reading, music, art or sport.
- Those pupils who possess a general academic learning ability that is significantly greater than that of most of their peers.

### **IDENTIFICATION OF MORE ABLE**

Pupils who, on application, demonstrate academic excellence or exceptional skills in art, music or sport are awarded a scholarship.

No one method of identification can be entirely accurate since specific subject criteria will develop. Therefore, we endeavor to obtain as much information about an individual pupil as possible. The methods employed are as follows:

- Information from any previous schools.
- Internal and external assessment and testing. Year group, Class groups and Departmental lists
- Specific criteria developed by teachers or their professional subject associations.
- Information from parents, sports coaches, music teachers and other professionals.
- Scholarship and County Sportsman lists

Test based evidence includes:

- Internal teacher assessments and tracking data.
- More Able pupils are defined as consisting of 5 to 10% of overall school pupils who are existing or potential high achievers.
- Senior pupils with a MidYIS or YELLIS score of >125 should be considered More Able. MidYIS and YELLIS scores over 130 identify pupils in the top 2% nationally. Scores over 120 identify pupils in the top 10% nationally. MidYIS/YELLIS attainment bands: 113-124 Well above average, ≥125 Far above average.
- In the prep pupils with scores > 130 INCAS or >140 NFER are identified as More Able.

NFER Description of pupil attainment.

106 to 115. High average.

116 to 140. Above average.

140+ Well above average

INCAS description of pupil attainment

115 – 130 Above average

>130 Well above average

Non-test evidence includes:

- Teacher discussions.
- Evidence of outstanding achievement in an academic-related activity pursued outside school, e.g. success in a local or national-level competition.
- Independent assessments identifying ability in the top 5% nationally, e.g. an educational psychologist's report.
- Reference from a teacher or other education professional.

In addition:

Many people believe that it is possible to use generic characteristics to identify the majority of More Able pupils. They suggest that More Able children and young people are likely to:

- think quickly and accurately;
- work systematically;
- generate creative working solutions;
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations;
- communicate their thoughts and ideas well;
- are able to analyse their own behaviour and hence use a greater range of learning strategies than other (self-regulation);
- be determined, diligent and interested in uncovering patterns;
- achieve, or show potential, in a wide range of contexts;
- be particularly creative;
- show great sensitivity or empathy;
- demonstrate particular physical dexterity or skill;
- make sound judgments;
- be outstanding leaders or team members;
- demonstrate intellectual curiosity or passion about, a particular subject or aspect of the curriculum;
- demonstrate high levels of attainment across a range of subjects within a particular subject, or aspects of work.

## PROVISION

We keep a register of these children. The More Able pupils are flagged on SchoolBase, recorded in a list updated every half term and communicated to teachers through access to SchoolBase and via the More Able register. Pupils with additional learning needs may also be More Able e.g. those with dyslexia. We apply a sensitive rigour to this approach, not seeking to establish an elite group or alienate the More Able from their peers.

A pupil who is most able in a specific subject may not be more able in other subjects or sports, but teachers need to be aware of the strengths of the pupils as considerable overlap exists between different subjects.

Provision for the More Able is embedded in everyday practice. The provision for More Able pupils is achieved in three different ways: acceleration, enrichment and extension.

- Acceleration consists of enabling pupils to access work which would typically be for older pupils. For senior pupils we offer the opportunity if appropriate, to take their GCSE maths exam early in Year 10 and extend their studies through further maths and/or statistics in Year 11. Bi-lingual pupils are offered the opportunity to take the GCSE in their first language early, in Year 8 or 9.
- Enrichment consists of broadening pupils' education. For example, allowing pupils to study aspects of a topic which there would not normally be enough time to study. Schemes of work, termly and weekly plans are used to outline where additional resources and materials can be used to broaden gifted and talented pupils' appreciation of a topic. Staff offer a range of lunchtime and after school clubs which enable our pupils to broaden their knowledge and interests. More Able pupils are invited to participate in challenge activities.
- Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills. Schemes of work, termly and weekly plans indicate where appropriate resources and materials can be used in suitable topics to develop the thinking skills of More Able pupils. Lesson plans are adapted with appropriately challenging tasks. Participation in appropriate co-curricular activities is encouraged. Senior school scholars are expected to take a GCSE in their area of interest.

### **Developing an effective learning environment for More Able**

Like all pupils, More Able pupils need frequent opportunities to apply their skills and understanding, and to develop their knowledge, within a secure and flexible learning environment.

The learning culture should:

- value pupils' own interests and learning styles;
- encourage independence and autonomy, and support pupils in using their initiative;
- encourage pupils to be open to ideas and initiatives presented by others;
- encourage connections across subjects or aspects of the learning programme;
- link learning to wider applications;
- encourage the use of a variety of resources, ideas, methods and tasks;
- involve pupils in working in a range of settings and contexts - as individuals, in pairs, in groups, as a class, cross-year, cross-institution and inter-institution;
- encourage pupils to reflect on the process of their own learning and to understand the factors that help them to make progress.
- encourage pupils to shine - in music or art, for example at concerts, performances, services and exhibitions.

## **Out-of-class activities for More Able**

Leehurst Swan provides opportunities for leadership such as Head pupils, House Captains, Prefects and Pupil Leadership Team representatives. Provision includes out-of-class activities, for example Study Skills workshops, Further and Higher Education visits and talks (including Oxbridge), and external opportunities such as Salisbury City Challenge. Trips and visits allow pupils to share their interests and to widen their knowledge and understanding. There are opportunities for problem solving, including residential trips from Key Stage 2.

## **Planning for More Able**

There may be More Able pupils in almost all classes. We will make provision for these pupils within the normal differentiated class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. More Able academic pupils are offered more demanding work or encouraged to answer demanding questions in class.

Teaching staff can plan for effective provision for More Able pupils through tasks that appropriately differentiate for and challenge More Able pupils. Tasks should be designed to develop:

- Greater reflection
- Exploration of diverse viewpoints
- Consideration of difficult questions
- Formulation of opinions
- Problem-solving and enquiry
- Connections between past and present learning
- Independent thinking and learning
- Effective differentiation
- Regular use of 'higher order thinking skills' (HOTS) rather than 'more of the same' (MOTS)

Tasks can include:

- Challenge toolkit
- transformational tasks - involving greater transformation or manipulation of information, ideas, materials and applications;
- single- to multi-faceted or more divergent tasks - where pupils can make connections within or across subjects and can plan an enquiry that takes them in a range of directions;
- structured to more open-ended tasks - where decisions, approaches and solutions are the pupil's responsibility;
- less independence to greater independence in planning, designing and self-monitoring;
- small to larger steps - where tasks require significant mental leaps in insight or application;
- quicker to slower and vice versa - sometimes acceleration through materials and tasks will be appropriate; at other times pupils may need more time to explore a topic in greater depth and/or breadth.
- the effective use of scaled questioning that observe Bloom's taxonomy
- assessment that allows for the identification of Most Able pupils and the diagnosis of future planning for the realisation of potential

The achievement of those pupils identified as More Able is monitored through:

- Analysis of progress and attainment data through tracking including internal assessments, external examinations and Baseline tests.
- Participation in relevant co-curricular activities.
- Options uptake in relevant subject.
- Academic mentoring.

## **Transfer and transition**

Using baseline data, tracking and through informal discussions with colleagues, teachers are aware at the start of each year of:

- the levels of achievement and potential of all the pupils they are going to teach;
- work already covered;
- particular strengths and weaknesses;
- display of resourcefulness and initiative;
- targets for further development

Pupils from Year 3 and 4 are offered an introduction to 11+ preparation through an after-school club. Pupils in Year 5 are offered further coaching for the 11+ examination for an hour each week and are prepared through familiarisation tasks and timed practice papers.

Leehurst Swan School is also committed to preparing pupils for all post-16 academic education. Pupils with marked ability who are deemed capable of a scholarship award at independent schools' sixth forms are given significant teacher assistance in the run-up to scholarship papers.

## **MONITORING AND EVALUATION**

The Governing Body is responsible for monitoring the way the school's More Able policy is implemented. The Education and Welfare Committee liaises with the Headteacher and Senior Leadership Team to set the statement of aims and values of the school, and to review the success of the school in delivering those aims.

The Deputy Head and Head of Prep are responsible for the day-to-day organisation of the curriculum for More Able. They collect the planning documents of each department and check planning is in place for More Able pupils. They report any problems or difficulties in this area to the Headteacher who has the ultimate responsibility.

Heads of Department monitor the way More Able pupils are taught in their subject throughout the school. They evaluate long-term and medium-term planning and ensure that appropriate teaching strategies are used.

This policy is subject to annual review according to a timetabled programme.