

More Able Policy



Akrotiri School

October 2018

Glossary of Terms:

More able - Children who have the potential to or who are working above age related expectations in academic or practical subject areas within the school.

Exceptionally Able – An intelligence or creative power or other natural ability or tendency that would be nationally recognised. (E.g. On the county or national team)

1. Rationale

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/ her potential in a challenging and supportive environment.

Our school will have, at any time, talented or able/ gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for able/ gifted, talented, the standards of achievement are raised for all pupils.

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

2. Aims

The aim of this document is to ensure a consistent approach to the identification and support of the able/ gifted and talented child through:

- An agreed, shared definition of the terms 'more able' and 'exceptionally able'
- Identification of talented or more able pupils as early as possible
- Identification by the use of objective assessment measures

- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Promoting opportunities for disadvantaged learners
- Working in partnership with parents to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities both on island and nationally
- To identify children with the potential to perform at a level beyond their peers, and to make appropriate provision which challenges and enriches them in areas of strength
- To use the NACE framework to guide and structure the continuing work of the school towards gaining the Challenge Award

3. What does More Able mean for Akrotiri School?

The more able learners are a diverse group and their range of attainment will be varied; some do well in statutory national curriculum tests or national qualifications. However, being more able covers much more than the ability to succeed in tests and examinations. Therefore, it is impossible to set one way of identifying more able/talented pupils.

'More able' pupils refers to the expected performance of children within a particular year group that are working above average. Every class is differentiated to meet the needs of all children including a 'more able' group.

4. What does Exceptionally Able mean for Akrotiri School?

The term 'exceptionally able' will be used to describe pupils who require opportunities for enrichment and extension that go well beyond those provided for their cohort of pupils. At Akrotiri School we acknowledge there is no one way of supporting exceptionally able pupils so a personalised approach will be adopted with specific regard to their academic, social and emotional needs. We will work in partnership with parents/carers and external organisations who may take significant role in the provision for such children.

5. Identification

There is a wide range of identification strategies available to assist schools. It is important to note that no single process should be used in isolation. The identification process needs to be on going. In the case of children with dual or multiple exceptionalities the class teacher should liaise closely with the inclusion manager as assessments may need to be tailored to meet the specific needs of the child.

Identification of MA pupils AND Exceptionally Able pupils is made by:

- On entry assessment and assessments from transition schools which are particularly important within the context of Akrotiri School
- Teacher nomination
- Reports from previous schools
- Test results/ teacher assessments
- Pupils' work
- Checklists of characteristics – generic and subject-specific
- Parental information
- Peer/ self-nomination
- Information provided by external agencies (e.g. sports music organisations)

Assessment methods:

- Teacher observation
- Benchmark tests/ assessments e.g. end of key stage tests
- In-house subject tests or assessments
- Response to increased challenge
- Provision of opportunity
- Response from external agency

Once identified the class teacher will work alongside the MA School Leader to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the MA / Exceptionally Able register and parents are invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

6. Modes of Working

The class teacher will:

- Take steps to liaise with Key Stage colleagues and identify 'able/ gifted' and 'talented' pupils across their year groups
- Assess/ gather data to support the nomination
- Liaise with the MA School Leader and parents/ carers throughout the time the pupil is in their class
- Agree, plan and implement appropriate provision, involving the writing of a challenge plan if required.
- Record strategies to be used
- Include provision in medium & short term plans, as appropriate
- Review provision regularly

It is the role of the MA School Leader to:

- Liaise with class teachers
- Work with the teacher to support the pupil and plan provision
- Contact parents and keep them informed
- Maintain the MA register and update each term

- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Liaise with SENCO and arrange other agency referrals as appropriate
- Review provision on a regular basis – monitor planning and complete book scrutinies with the SLT and subject leaders
- Liaise with the Head Teacher
- Compile reports for the Governing Body
- Review the effectiveness of the policy
- Collate and respond to pupil voice

7. Provision

Where a child is MA or Exceptionally Able in one or more areas, they will be supported with high expectations and planning within the classroom. Teachers should seek to use a variety of techniques and strategies to provide for the more able child. Outside agencies or secondary schools may be contacted to provide these pupils with more opportunity to pursue work at their own level.

Planning for the MA or Exceptionally Able child:

- Identifying provision for MA and Exceptionally Able pupils in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Using staggered starts in lessons to ensure appropriate challenge
- Planning for the role of LSA's as facilitators of learning
- Restructuring class organisation or pupil grouping
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/ or responsibility
- Planning a variety of extension and enrichment activities

Challenging the MA or Exceptionally Able child:

- Problem solving and investigation to develop reasoning and thinking skills (deepen learning)
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources
- Visits/ workshops from poets, writers, artists, musicians etc.
- Use of subject specialists
- Use of additional support, LSAs', other adults, for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, Cyprus Music Service, sports coaches, etc.)

- Clubs, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school year (cross island)
- Enrichment activities provided by outside associations and organisations (Leicester University etc.)

Provision outside School:

The most effective support the school can provide to Parents of more able children is via open communication of information about progress and strategies adopted.

The school will need to make use of:

- Subject specialists
- Visiting experts
- Specialist clubs and societies
- National Associations
- Internet

8. Continuity and Progression:

- Information on pupils is provided on transfer between classes through transition and pupil and Pupil Progress Meetings
- Information on pupils is provided on transfer between schools
- Information on pupils is provided to supply/cover staff via dialogue & sharing of the pupils ILP where appropriate (exceptionally able)

9. Monitoring, Assessment and Evaluation

Student achievements will be monitored and evaluated. This process will include:

- Regular observation and recording of progress across the curriculum using the school's tracking system (Classroom Monitor)
- Encouraging pupils to assess and review their own performance
- Recognition of and valuing out of school achievements
- Intervention activities to prevent underachievement

10. Named School Leader and Named Governor

- The MA Leader for our school is Claire Cotter.
- Graeme Lewis is the named SGC member who has responsibility to ensure that able/gifted and talented is always on the agenda for teaching, learning and school management.

11. Continuing Professional Development

- Regular training for School Leader and Governor
- Appropriate in-service training for all staff
- Involvement in partnership co-ordinator meetings and training initiatives

12. Process for Development and Review

- The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities

- Our commitment to support the able/ gifted and talented pupils is reflected in our School Development Plan
- This policy and the success of the school's provision for the MA pupils will be reviewed annually by the MA School Leader/ Headteacher

13. Links to other Policies

This MA policy should be read in conjunction with the Curriculum policies, Equality Statement and SEN policy,

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

The effectiveness of the school's provision will be reviewed regularly by the senior leadership team and the MA leader against the aims set out above and where necessary against the NACE framework.