



More Able Pupils Policy

**At All Saints' We are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired**

²⁴Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. ²⁵Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. ²⁶So I run with purpose in every step. 1 Corinthians 9 v 24-26

Vision Statement

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

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Introduction

At All Saints' CE School the staff and Governors understand that this fullness includes our belief in the uniqueness and high value of every child, and our teaching is devoted to helping all children to develop towards their fullest potential. For more able pupils this will mean nurturing their particular areas of ability.

To this end, our policy for able and exceptionally able pupils is one of inclusivity, not one where the majority of children are excluded and only a select few benefit. All of the children within our school will be encouraged to develop levels of higher order thought process and the skills necessary to become creative problem solvers. We aim to provide paths that all children may follow whilst recognising that some children will travel further than others as-

“Giftedness is in the ways in which students respond to advanced opportunities, resources and encouragement.”

We aim to provide within our classrooms, a differentiated curriculum that promotes higher order cognitive processes, teaching strategies that accommodate both curriculum content and learning styles, and special grouping arrangements appropriate to particular children. In addition we would offer the opportunity for individuals or groups of children to develop creative projects in response to problems that are of specific interest to them.

The DFE definition of 'More Able students' are pupils who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in their school. Nationally this is expected to be between 5 – 10% of each group.

Aims and Objectives

All Saints' aims to:

- Provide all children with a challenging, extended and enriched curriculum.
- Encourage all children to develop higher order thinking skills and at the same time opportunities for able children to work at their own level and pace, thus realising their potential.
- Offer children opportunities to generate their own learning.
- Create a learning community that honours ethnic, gender and cultural diversity, and fosters mutual respect and caring attitudes towards one another

To this end we aim to help our children...

- To be creative
- To be critical thinkers
- To be lateral thinkers
- To be problem solvers
- To be perseverant
- To work co-operatively and collaboratively
- To be confident in themselves, working with adults, using technology
- To produce excellence in performance and product

Abilities and Talents

The following areas have been identified as being the main areas of ability. We also seek to identify pupils who are not fulfilling their potential. Pupils may also be recognised as 'Good all Rounders'.

- A. Intellectual – English, Mathematics, Science
- B. Artistic and creative – Art and Design, Music, Drama

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C. Practical - Art and Design, Mechanical Ingenuity

D. Physical – Sport, P.E., Dance

E. Social – Personal and Interpersonal, Leadership Qualities

F. A pupil who could be recognised as more able but who is presently not reaching his or her full potential.

Able and exceptionally able children may display all or any of the following special abilities:

- High levels of abstract thinking, verbal and numerical reasoning, spatial relations, memory and word fluency.
- Adaptation to and shaping of novel situations.
- The ability to rapidly absorb new concepts, the ability to process information, and the accurate and selective retrieval of information.

As teachers, we aim to recognise and develop these talents and abilities in a creative and inspiring way.

Task Commitment involves the children having –

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study or form of human expression.
- The capacity for perseverance, endurance, determination, hard work and dedicated practice
- Self-confidence, a strong ego and a belief in one's ability to carry out important work, freedom from inferiority feelings and drive to achieve
- The ability to identify significant problems within specialised areas; the ability to tune into major channels of communication and new developments in given fields.
- Setting high standards for one's work, maintaining an openness to self and external criticism, developing an aesthetic sense of taste, quality and excellence about one's own work and the work of others.

As teachers, we aim to help ALL children to develop an enthusiastic commitment to tasks. In order to become high achievers, children need ability, opportunity, support, motivation and hard work.

Identification Strategies

Identification strategies for More Able pupils are part of day-to-day classroom provision ensuring suitable and effective provision for all pupils to access the whole curriculum. There are many ways in which teachers can identify children's special abilities and talents and should consider the ways in which the children communicate creative / insightful thinking and well as their focus and perseverance in particular areas of the curriculum.

Teachers can consider the following:

- Teacher observation
- Information received from previous class/school
- Information provided by parents
- Information provided by the children themselves
- Standardised test results

We need to remember that the More Able pupils may:

- Be high achievers in one area but unexceptional (or below average) in others
- Withdraw into a world of their own
- Exhibit poor social skills
- Show poor motivation
- Disguise their ability to avoid peer group jealousy
- Have English as a second language
- Have poor co-ordination skills

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- Not present their work legibly

Children displaying such behaviours are supported and referred to the SENDCo and Governor for SEND if appropriate.

Provision

We offer an enriched curriculum and high-quality teaching for all children. This is achieved in the following ways:

- Regular use of enquiry based / problem solving activities that are as open ended as possible to allow for maximum differentiation by outcome and a variety of extension and enrichment activities.
- The use of The National Curriculum, including investigations which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate.
- Extra provision outside the classroom where possible, such as a variety of clubs and activities. Also, opportunities are provided for the children to take part in interschool competitions and musical events.
- Classroom provision is monitored through planning, schemes of work, samples of work, SLT assessment reports and observations where appropriate.
- Maths Mastery and Accelerated Reader* support learning for all pupils in class in the core curriculum areas. (* Key Stage 2)
- Effective questioning and reasoning and problem- solving opportunities are provided in lessons
- Extension activities are always available in Core subject lessons.
- Our Topic-based curriculum for Foundation subjects supports enquiry based learning and cross curricular links.
- Application of learning through our Big ideas curriculum and Pick and Mix Homework ensures the More able have opportunities to use Blooms higher order questioning skills.

Assessment

- Teacher assessment and tests are two of the main ways in which we assess children's ability.
- More able pupils are identified on Target Tracker and progress monitored at half-termly Pupil Progress meetings to ensure continued challenge

Version Control

Date	Change
January 2011	Gifted & Talented Policy re-written and re-titled by Linda Panayi, Gifted & talented Co-ordinator. Accepted by Staff and Governors.
January 2014	Policy reviewed by Linda Panayi, no changes needed. Accepted by Staff and Governors.
January 2016	Policy re-written and re-titled to reflect current practice and terminology Accepted by staff and Governors
June 2019	Policy reviewed and amended to incorporate latest guidance. Accepted by staff and Governors.
June 2022	Policy reviewed. Vision statement updated and Big ideas curriculum application added. Co-ordinator role removed as its all staffs responsibility to meet needs of more able.

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