

## **More Able Policy**

Last Review:	May 2018
Committee:	SLT
Date Ratified:	9/05/2018
Next Review:	May 2020

### **1. Context**

- 1.1. Every student deserves to be stretched to their potential in an enjoyable and personalised, fully-rounded curriculum. Very able students must be provided with suitable opportunities and challenges in every lesson. We are committed to ensuring that all students secure levels at least commensurate with their ability and are afforded the very best opportunities whilst at Oldfield School.
- 1.2. The aim of this policy is to ensure a consistent approach to meeting the needs of our More Able students. Whilst trips, visits and experiences beyond the classroom will benefit these students, the essential educational diet needed to ensure that they reach their potential will come from well-designed and challenging tasks within normal lesson scenarios.

### **2. Definitions**

- 2.1. **More Able students** are identified based on the KS2 test results attained by students on completion of the primary school phase. Students who achieve above Level 5 or those who achieve an average point score of 30/110 and above in KS2 tests are considered to be More Able.
- 2.2. **Gifted and Talented students** are those achieving or with the potential to achieve a level significantly in advance of their peer group within a specific subject, based on criteria established by the learning area.

### **3. Identification**

- 3.1. Identification of our More Able and Gifted and Talented students is not an exact science; there is no effective single test of giftedness and talent, nor is there an infallible methodology. All students have a unique set of gifts and talents and not all necessarily develop and emerge at the same time. We therefore use a 'best-fit' approach, drawing on as wide a range of methods and sources of evidence as possible.
- 3.2. While the terms 'More Able' and 'Gifted and Talented' may be used synonymously, they may also refer to distinct and separate curriculum provision.
- 3.3. Our process is designed to ensure that identification:
  - Is based on a mix of data from tests and assessments, including cognitive ability tests, as well as other evidence such as teacher/staff recommendations based on examples of work and contributions in and beyond the classroom;
  - Is a continuous process rather than a 'one-off';

- Is integrated with provision, with in-built opportunities to identify abilities, gifts & talents through structured learning opportunities.
- 3.4. Since relative ability changes over time, gifted or talented learners may move on and off the register as appropriate, e.g. at key transition points such as moving up from primary to secondary and moving year group or key stage.

#### **4. Specific Roles and Responsibilities**

- 4.1. The Assistant Headteacher (AHT – Behaviour for Learning) has oversight of G&T/MABLE. In partnership with the Data Manager, the AHT maintains and updates the whole school MABLE register on SIMS. The whole school register is published in September of each year, updated during Term 2 and reviewed again before the end of Term 6.
- 4.2. Leaders of Learning maintain the Gifted and Talented register within their own group of subjects. This is published in September of each year, updated during Term 2 and reviewed again before the end of Term 6.
- 4.3. Leaders of Learning guide subject teachers to use specific identification criteria for the identification of Gifted or Talented students in their subject areas.
- 4.4. All subject teachers are required to monitor the progress and attainment of G&T/MABLE students and provide suitable differentiated learning.

#### **5. Whole School Provision**

- 5.1. Addressing the individual needs of students is the responsibility of all teaching and classroom support staff.
- 5.2. All G&T/MABLE students at Oldfield School are entitled to, and provided with:
- High quality, challenging teaching in everyday lessons;
  - A broad, balanced and challenging curriculum;
  - Access to a range of subject-specific extra-curricular enrichment activities;
  - Subject-specific interventions to support them in achieving their potential;
  - Regular subject-specific and whole-school leadership opportunities;
  - Signposting to additional opportunities outside school.
- 5.3. Working with others of like ability is important. This is made possible by group work or by the use of setting. Differentiation provides activities requiring higher order thinking skills. The role of the teacher is vital in challenging the thinking of the Gifted and Talented/More Able child, as is the learning environment.
- 5.4. More Able students will be invited to engage in an 'Acceleration Programme', within which 1:1 aspirational mentoring, lectures and seminars and participation in the Brilliant Club PhD Scholars Programme have been designed to inspire and encourage students to have high aspirations and expectations of themselves and their achievements whilst at school and beyond.

#### **6. Inclusivity to address differential attainment**

- 6.1 Oldfield School is fully committed to ensuring equitable outcomes for G&T/MABLE students regardless of gender, ethnicity or socio-economic background.
- 6.2 Inclusion in the G&T cohort is not permanent, although the emotional needs of the child would be a high priority. If it is perceived that inclusion is no longer beneficial, G&T students may be moved either temporarily or permanently.
- 6.4 Behavioural problems will never be a reason for non-inclusion, nor will being on the Code of Practice (SEN).
- 6.5 Pupil Premium students are a key sub-group within the gifted and talented/most able cohort. Effective deployment of the Pupil Premium funding is vital to prevent the under-achievement of this group in relation to their peers.

## **7. Monitoring and Evaluation**

- 7.1. The Assistant Headteacher (AHT – Behaviour for Learning) implements strategies to ensure that academic targets for G&T/MABLE students are met. The AHT monitors the progress of students to identify underachievement and implements appropriate intervention strategies in collaboration with Leaders of Learning/Heads of Subject.
- 7.2. The Assistant Headteachers (Teaching and Learning and Behaviour for Learning) observe lessons and co-ordinate others to observe lessons, evaluating the quality of provision and extension activities offered to students in the classroom.
- 7.3. The Assistant Headteacher (Teaching and Learning) monitors the effectiveness of provision through work scrutiny at a whole school level, which periodically involves a focus on MABLE students.
- 7.4. The Assistant Headteacher (Behaviour for Learning) leads INSET for staff to ensure that school objectives regarding G&T/MABLE can be met through the development of teaching methods and strategies.