

More Able Policy

Last Review: Nov 2022
Committee: SLT
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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 achieved an average point score of 110 (Reading and maths only) and above in KS2 tests are considered to be More Able. Where KS2 results are not available CAT4 scores will be used to estimate the KS2 scores that would have been achieved.
- 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. Oldfield School therefore uses an approach that includes students who are high prior attainers defined by the DfE as having scaled scores above 110, and in addition students who have been selected as exhibiting a gift or talent in a specific subject area.
- 3.2. The terms 'More Able' and 'Gifted and Talented' may be used synonymously, however it should be made clear that they have two different meanings, defined by the definitions in section 2.1 and 2.2, however that Oldfield School is inclusive in its' approach by offering a curriculum provision that provides for both groups.
- 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 Pastoral) has oversight of G&T/More Able provision. In partnership with the Data Manager, the AHT maintains and updates the whole school G&T/More Able 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. The Assistant Headteacher (AHT Pastoral) monitors the whole school attainment data and criteria for More Able students.
- 4.3. Leaders of Learning in English, Maths, Science, Creatives, Social Sciences, Humanities, Modern Foreign Languages, Creatives and PE/Dance maintain the Gifted and Talented register within their own group of subjects.
- 4.4. The Leader of Learning guides subject teachers to use specific identification criteria for the identification of Gifted or Talented students in their subject areas.
- 4.5. All subject teachers are required to monitor the progress and attainment of G&T/More Able 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/More Able 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;
 - The Acceleration Programme which includes a variety of teacher and student led tutorials, together with external workshops and guest speakers;
 - 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. Gifted and Talented/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/More Able 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/More 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 Pastoral) implements strategies to ensure that academic targets for G&T/More Able students are met. The AHT monitors the progress of students through the AP reporting process to identify underachievement and implements appropriate intervention strategies in collaboration with Leaders of Learning/Heads of Subject. This occurs twice an academic year during LOL meetings.
- 7.2. 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 more able students. Students who are classified as more able are included in each work scrutiny throughout the academic year.
- 7.3. The Assistant Headteacher (AHT Pastoral) leads INSET for staff to ensure that school objectives regarding G&T/More Able can be met through the development of teaching methods and strategies.