



## More Able Pupils Policy

**Last Updated:** September 2019  
**Trust Board Approval:** Pending

**Review Date:** September 2020

---

### **Rationale:**

**Article 29:** Education should develop each child's personality, talents and mental and physical abilities to their fullest potential (UN Convention on the Rights of the Child, 2001)

**National Curriculum 2014:** 'Teachers set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standard' (Department for Education, 2013)

**Ofsted:** Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels (Sean Harford, Ofsted National Director of Schools, March 2015)

**Folkestone Academy Vision:** To achieve our vision we will recognise and develop the talents of every child; identify the needs of every child and provide appropriate support.

At Folkestone Academy, we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with unique personalities, skills and abilities. We provide teaching which makes learning challenging, engaging and investigative to achieve greater breadth and depth of understanding and enables children to reach their potential. We also recognise that within our school there are a number of children whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision made. It is accompanied by guidance for staff on strategies to meet the needs of the More Able pupils.

### **The aims at our school are:**

- To identify the More Able pupils
- To provide them with a suitably scaffolded and challenging curriculum through Quality First Teaching
- To provide opportunities for these children to be independent and creative in their learning
- To celebrate high achievement
- To recognise the range of talents that pupils at our school have

## **Our definition of More Able pupils:**

‘More Able’ pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Within this will be a smaller number of children who show exceptional abilities in one or more subjects in the statutory school curriculum. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership. In addition, as we try to have the widest possible view of ability, we also encourage and celebrate children who, for example, are particularly good at helping others, or noticing when children are upset and helping them.

## **Identification:**

Children who demonstrate this described level of performance or potential may be identified using a range of methods:

- Teacher assessment/observations
- Formal assessments
- Information from parents
- Information from previous teacher/school or another professional e.g. sports coach, peripatetic music teacher

Those children identified will be recorded on the ‘More Able’ Register and identified in our assessment tools. This Register will be updated at least annually, or as required during the year. The progress of the More Able pupils will be monitored at half termly Progress Meetings and used to inform provision planning.

## **Provision in the classroom:**

At Folkestone Academy, every child has access to Quality First Teaching through which scaffolding (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of extension (providing challenges which go more deeply into a topic) or enrichment (providing other activities which run alongside the normal curriculum and go more broadly into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep the More Able children interested and provide them with challenge, such as higher order thinking skills, questioning, problem solving and independent learning. This is supported by individual target setting appropriate grouping arrangements. We aim to create an ethos where pupils feel good about achieving excellence and both achievement and effort are



celebrated. Pupils are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods.

### **Outside the classroom:**

We aim to provide activities that will enrich and extend the experiences of our More Able pupils. We provide a varied programme of after school clubs, themed school trips, visiting experts and curriculum days/weeks.

### **Monitoring:**

The progress of the More Able pupils will be monitored at half termly Pupil Progress Meetings and used to inform provision planning. We follow the principles of the Assess – Plan – Do – Review cycle, using assessment to inform provision and planning and then reviewing progress to once again inform planning and delivery. Information on the More Able pupils will be provided on transfer between classes and between schools.

### **Roles and responsibilities:**

Teachers are ultimately responsible for the progress and attainment of all their pupils. Teachers will:

- take steps to identify the More Able pupils using the methods identified in this policy
- assess the progress of the More Able pupils through normal classroom and whole school assessment cycles
- plan and implement appropriate provision
- record strategies used in Progress Meetings documentation, medium and short term planning
- deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the More Able
- review provision regularly

Members of the Senior Leadership team and subject leaders will:

- ensure all staff involved with identified children know of their particular needs



- update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs
- monitor the progress made by the children
- ensure that provision for the More Able is reflected in scrutiny and moderation activity, pupil conferencing, lesson observations, work sampling and Pupil Progress Meetings.

### **Working in partnership with parents:**

The school actively promotes a culture of a school-parent partnership in order to enable each child to reach their full potential. Parents are warmly welcomed to speak to their child's Teacher/Head of Year or Principal through the school year to discuss any matter.

This policy should be read in conjunction with the:

- Inclusion Policy
  - SEND Information Report
  - Accessibility Plan
  - Curriculum subject policies
  - Assessment policy
-