

**OASIS ACADEMY PARKWOOD**



# **More Able Students Policy**

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**Oasis Academy Parkwood  
Policy for More Able Pupils**

Genius – An exceptional intelligence or creative power or other natural ability or tendency that would be internationally recognised.

Exceptionally Able – An intelligence or creative power or other natural ability or tendency that would be nationally recognised.

Gifted – The top 5% of age related intellectual or academic ability within the school.

Talented – The top 5% of age related practical or creative power or other natural ability or tendency within the school.

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.

## **1. Rationale**

Oasis Academy Parkwood 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 may have at any time, talented or 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 More Able students 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 More Able child through:

- An agreed, shared definition of the terms "more able", "gifted", "talented"
- Identification of talented or gifted 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/carers to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities
- Appointing a More Able Co-ordinator to co-ordinate the above

## **3. What does More Able mean for Oasis Academy Parkwood?**

The QCA defines More Able as:

"More Able pupils are those that will exceed the expectations for their age group, either in all subjects or just one. The More Able 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 pupils."

'Gifted' generally refers to the top 5% of the school population in academic subjects and 'talented' to the top 5% in other subjects.

'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.

This 'more able' group will include the one or two pupils who are identified as 'gifted' or 'talented' or more rarely 'exceptionally able' or 'genius'.

#### **4. 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 ongoing.

Identification is usually made by:

- Teacher nomination
- Reports from previous schools
- Test results/teacher assessments
- Pupil's work
- Checklists of characteristics - generic and subject-specific
- Parental information
- Peer/self nomination
- Information provided by external agencies (e.g. sports organisations, music tutors, etc)

#### Assessment methods

- Teacher observation
- Benchmark tests/assessments – end of key stage tests, optional SATS, NFER, etc
- Cognitive Abilities Tests
- In-house subject tests or assessments
- Response to increased challenge
- Provision of opportunity
- Response from external agency

Once identified and agreed that the criteria are met, the child's name is entered in the G&T register and if deemed necessary, parents/carers may be invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

#### **5. Modes of Working**

Class teachers will:

- Identify More Able pupils in their classes
- Assess/gather data to support the nomination
- Liaise with the More Able Co-ordinator and parents/carers throughout the time the pupil is in their class
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium & short term plans, as appropriate
- Review provision regularly

It is the role of the More Able Co-ordinator to:

- Liaise with class teachers to identify More Able pupils across the year groups
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results
- Work with the teacher to support the pupil and plan provision
- Contact parents and keep them informed
- Maintain the More Able students register and update regularly
- Liaise with and arrange other agency referrals as appropriate
- Review provision on a regular basis
- Liaise with the Principal
- Review the effectiveness of the policy

#### **6. Provision**

Where a child is More 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 if deemed necessary to provide these pupils with more opportunity to pursue work at their own level.

Planning for the More Able child:

- Identifying provision for More 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
- 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 More Able child:

- Problem solving and investigation to develop reasoning and thinking skills
- 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 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, TAs, 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, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school year
- Activities with other schools
- Consideration of the enrichment activities provided by outside associations and organisations

#### 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.

### **7. Continuity and Progression**

- Information on pupils is provided on transfer between classes
- Information on pupils is provided on transfer between schools

### **8. Monitoring, Assessment and Evaluation**

Student achievements will be monitored and evaluated.

This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Valuing out of school achievements (Monthly Talent Assembly)
- Intervention activities to prevent underachievement

### **9. Co-ordinator role**

The Co-ordinator will develop, implement and evaluate a whole school policy encompassing identification of the More Able pupil cohort.

The Co-ordinator will monitor with the Head Teacher the teaching and learning process and will:

- Organise school-based INSET, classroom observation and meetings.
- Disseminate information and interpret guidance.
- Report on progress and provide specific information to the Principal and the Academy Council.
- Manage resources.
- Act on behalf of More Able pupils and provide a contact point for parents and pupils.
- Undertake other responsibilities under the remit of More Able.

### **10. Continuing Professional Development**

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

### **11. 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 More Able pupils is reflected in the School Development Plan
- This policy and the success of the school's provision for the More Able pupils will be reviewed annually by the More Able Co-ordinator and Principal.

A. Hall 2014