

LYDIARD MILLICENT CE PRIMARY SCHOOL  
and  
RIDGEWAY FARM CE ACADEMY

**ACADEMICALLY MORE ABLE POLICY**  
**(Previously GIFTED & TALENTED POLICY)**

Member of staff responsible	Hannah Hyde
Governor responsible	Victoria Burton
Committee responsible	Curriculum
Date agreed with staff	
Date discussed with pupils	N/A
Date agreed at Committee	February 2018
Date approved at Governing Body	March 2018
Frequency of policy review	Triennial
Date next review due	February 2021

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	April 2012	Staff and governor names
2.0	April 2015	Staff and governor names
3.0	June 2017	Staff and governor names. Change of terminology: "Gifted and Talented" replaced with "Academically more able". Introduce the term 'high Learning potential' (HLP). To bring in line with DFE guidance.
4.0	Jan 2018	Inclusion of Ridgeway Farm CE Primary Academy

## **ACADEMICALLY MORE ABLE POLICY**

### **Statement of School Philosophy and Aims**

- The governors and staff have acknowledged the potential of each individual pupil and as such seek to support the More Able within our Schools through a broad range of opportunities.
- We believe that the social and emotional growth of our More Able pupils should be encouraged alongside the development of academic and practical potential.
- We seek to be inclusive in our approach and sensitive to the potential impact of labelling a group of pupils as More Able, therefore we will use the term 'more able' when discussing pupils with parents.
- In the pursuit of school-wide excellence we aim to provide opportunities for all our pupils to reveal, display and extend their abilities.
- We believe that supporting the needs of our More Able pupils is a factor in raising the achievements for all.
- We believe in providing appropriate challenge within the broad and balanced curriculum of the schools.
- We believe that confidence, home environment and expectation are key factors influencing how well pupils achieve.

### **Definition of Most Able**

- In our schools, we use the DfES term *Academically More Able*. More Able refers to pupils who achieve or have the ability to achieve at a level significantly in advance of their year group within our School, in one or more subjects in the statutory curriculum. Pupils are also More Able (previously referred to as talented) if they have this ability or potential in art, music, PE, sport or creative art. When discussing pupils with parents we use the term 'more able'. We may also use the term 'high learning potential' (HLP).

### **Identification Strategies**

- We aim to identify More Able pupils using a variety of methods.
- We use checklists - general and/or subject specific to help teachers with their initial identification and let parents know at parent consultations.
- We involve parents in the identification process by allowing them to fill in questionnaires, highlighting their child's 'areas of potential ability'.
- We promote the early identification of More Able pupils and use information passed on by other schools and exchange information within the school.
- We use SATs scores, internal tests/examination results.

- We are aware that latent or potential ability may go unrecorded, that social background/lack of opportunity may disadvantage pupils and that some pupils perform poorly in tests. To redress this, teachers will be encouraged to use their professional judgement and experience through observation of pupils; rates of progress in acquiring relevant knowledge, skills and understanding.
- Hannah Hyde is the named person responsible for More Able pupils and Victoria Burton is the link governor. They are responsible for the introduction of the agreed policy, monitoring and review.

### **Provision within the School and beyond**

We aim, within the given structure of the school to:

- group pupils in ways which teachers/curriculum leaders feel will maximise the quality of teaching and learning; this may be within or outside the classroom;
- identify in planning differentiated work/resources and opportunities for open-ended homework;
- use in-class support to further the learning of our More Able pupils;
- develop and provide opportunities for extension work/projects;
- offer study support;
- provide appropriate pastoral care by way of mentors/named persons in recognition of the particular emotional and psychological needs of our More Able pupils;
- consider, where appropriate, the use of individual pupil plans;
- provide opportunities for professional development of individual teachers or curriculum teams to inform teaching strategies;
- make contact with experts external to the school;
- provide a wide range of extra curricular opportunities to encourage talent to flourish, eg school council, school publications, school performances, Summer Schools, Braeside courses.

### **Teacher/Pupil Skill Development across the Curriculum**

We recognise that our More Able pupils are entitled to develop their knowledge, skills and understanding in full. We will endeavour to promote this through the enhancement of teachers' own awareness and skills.

- We will ensure the teaching of questioning skills is developed to a high level for teachers and pupils.
- We will promote the teaching of thinking and problem-solving across all curriculum areas.
- We will ensure regular opportunities for professional development through CPD/INSET.

- We will ensure opportunities for skills development for librarians and teaching assistants.
- We will provide opportunities to develop effective research techniques, library and ICT skills.
- We will encourage the development of a wide variety of recording and communication skills.
- We will promote a culture of determination to succeed.
- We will encourage and celebrate the expression of special ability - musical, sporting, theatrical performances and art work assemblies, presentations, commendations, certificates, etc.

### **Monitoring, Assessment and Review**

The co-ordinator for the More Able pupils will consult with teachers and SLT to monitor the needs and progress of identified pupils. The co-ordinator will:

- ensure that all teachers are involved in identifying most able pupils annually as a whole-school process and amend the register accordingly;
- liaise with teachers and SLT to develop and agree effective methods of collecting and monitoring data pertaining to the More Able pupils;
- ensure the needs of More Able pupils are being met;
- maintain and keep appropriate records of More Able pupils, including pupil register;
- develop links with feeder schools for information exchange, sharing good practice, teacher support, resource loan/s etc;
- provide INSET to raise staff awareness of the characteristics and needs of More Able pupils;
- liaise with parents and external agencies, attending meetings when necessary to ensure the needs of More able pupils are understood and met;
- organise and monitor the mentoring scheme for More Able pupils;
- consult with More Able pupils in order to monitor the effective implementation of the policy;
- review the policy triennially in accordance with DfES guidelines.

## Appendix

### MORE ABLE POLICY FOR PHYSICAL EDUCATION

The More Able physical education (PE) and sport strand is a key component of the Department for Education and Skills (DfES) PE, school sport and club links (PESSCL) strategy.

The main aim of More Able in PE and sport in PESSCL is to establish pathways which co-ordinate the development of, and the demands on, talented (and potentially talented) young sports people so as to enable them to maximise their academic and sporting potential in high level sporting activities outside school.

#### Aims

- ❖ To identify, challenge and support talented students through the organisation of the PE curriculum and extended curriculum.
- ❖ To set More Able (talented) students targets which encourage them to work to their potential and beyond.
- ❖ To provide pathways from school to club to enhance students' potential.
- ❖ To support alongside National Programmes the advancement of talented students to National and International Level.

#### Identification

<b>Physical</b>
Explores and develops skills demonstrating control, fluency and quality in a range of activities.
Demonstrates a range of skills in different compositional and tactical situations.
Demonstrates good peripheral vision and use this in a range of situations across activities.
Shows precision when executing movement skills with high levels of co-ordination and balance.
<b>Social</b>
Demonstrates the ability to take the lead when working with others.
Communicates clearly to others when describing their performances showing an understanding of tactics/strategies and compositional ideas.
Demonstrates the ability to make good decisions when working collaboratively.
Enables and empowers other pupils in participating effectively in activities.
<b>Personal</b>
Shows motivation, commitment and focus when working.
Demonstrates the ability to evaluate their own performance effectively.
Handles feedback in a constructive way and uses this to develop levels of performance.
<b>Cognitive</b>
Demonstrates the ability to transfer skills effectively across a range of activities.
Demonstrates the ability to plan and utilise a range of strategies in a number of activities.
Identify strengths and weaknesses, offering suggestions for improvement, across a range of performances.
Uses a broad analysis vocabulary describing performance.
<b>Creative</b>
Consolidates and develops skills in a creative, inventive and innovative way.
Responds to stimuli in an innovative way.
Offers a range of productive and viable solutions.
Is confident in experimenting with acquired skills and ideas through application (eg within gymnastic sequence, dance composition or game).

## Provision

- ❖ Schemes of work include extension material - to be included in lesson plans.
- ❖ Curriculum enrichment opportunities are provided.
- ❖ A register of talented sports people in the school is compiled and updated on a regular basis.
- ❖ School identifies a staff mentor to support the athlete and help them plan and balance their schedule.
- ❖ Parents/carers/external agencies are consulted and involved in the implementation of strategies to support their child.