



Newland House School

More Able Learners **Policy**

Updated	September 2024
Updated by	More Able Pupil coordinator
Authorised by	Deputy Head (Academic), Head, Governing Body

This Policy applies to all sections of the school, including the Early Years Foundation Stage

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1. Rationale

- 1.1 At Newland House, we recognise that all children are individuals with their own strengths, talents and weaknesses and all have their unique learning needs. We believe that each child is entitled to an education which will enable them to reach their full potential by having high expectations of achievement from all pupils. We encourage pupils to have high personal aspirations and support them to achieve to the best of their ability, whilst also sharing in the success of others.
- 1.2 The purpose of this policy is to identify and support more able pupils, ensuring they receive appropriate challenges, engagement, and opportunities to excel across academic, creative, and extracurricular domains.
- 1.3 We endorse the NACE (National Association for Able Children in Education) mission statement – “...provide for pupils with high abilities whilst enabling all pupils to flourish.”
- 1.4 At Newland House, we recognise that through a focus on meeting the needs of more able learners and embedding an ethos and culture of high expectations for all, we can ensure all pupils have opportunities to flourish.
- 1.5 This policy outlines the school’s practice and procedures relating to the support of More Able Learners.

2. Definition

The DfE and Ofsted define the more able in terms of those whose progress and attainment significantly exceed age-related expectations. It is suggested that schools look beyond this to include those who may be underachieving or whose skills and knowledge may extend beyond national measures of progress and attainment. Ofsted also evaluates whether schools nurture, develop and stretch pupils’ talents and interests.

Identification strategies

- 2.1 At Newland House we use a range of strategies to identify more able and exceptionally able children. The identification process is on-going and begins when the child joins Newland House School and involves staff, pupils, parents/guardians.
 - Initial Identification
 - Observation: Teachers observe pupils’ performance, behaviours, and learning styles to identify signs of advanced abilities.
 - Assessment: Use formal and informal assessments such as standardized tests, class performance, and teacher assessments to recognize more able pupils.
 - Parental Input: Collect information from parents regarding their child's strengths, interests, and behaviours outside of school.

- Ongoing Identification
 - Regular Review: Conduct termly reviews of pupil performance to identify those demonstrating advanced capabilities.
 - Teacher Discussions: Hold regular staff meetings to discuss and update the status of more able pupils.

2.2 Data considered may include:

- Information from parents/guardians
- Information from previous teachers or pre-school records
- Identification by staff using professional judgement
- Class-based evidence
- Performance evidence
- Test results - Benchmark tests/assessments – Cognitive Abilities Tests, PTE & PTM, PIPs

2.3 All teachers are aware that no identification strategy is perfect and different talents may emerge at any age. Research has shown that by making provision for more able learners, the standards of achievement are raised for all pupils.

3. Identification guidelines

3.1 In the first instance, more able pupils are identified using generic characteristics¹. They suggest that more able children and young people are likely to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of context
- be particularly creative
- show great sensitivity or empathy
- demonstrate physical dexterity or skill
- make sound judgments
- be outstanding leaders or team members
- be fascinated by, or passionate about, a subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects within a subject, or aspects of work.

3.2 In addition, subject specific criteria, published by NACE, are also used to help identify more able pupils with specific subjects, ensuring that all learners are given the opportunity to be identified.

- 3.3 It is important to recognise that more able pupils may not be those who score highly in tests and examinations. Indeed, they may be underachieving for several reasons such as low self-esteem, frustration, lack of challenge, low parent/teacher expectations.

4. Teaching, Learning curriculum and Organisation

- 4.1 Developing an effective school policy for more able learners involves the Senior Leadership (SLT)² team, governors, staff, parents and young people working together to agree key policy decisions. This process is led and managed by the school More Able Pupils coordinator.
- 4.2 The More Able Pupils coordinator is responsible for overseeing the regular update of the More Able Pupil register, which details the reasons for pupils being placed on the register and the current provision for them. Data is shared with Heads of Year and Subject Heads to guide planning.
- 4.3 These updates take place bi-annually in the Autumn and Spring terms
- 4.4 Teachers ensure that provision is made in their schemes of work and lesson planning for extension' and enrichment activities that provide additional challenge to the children.

5. Inclusion

- 5.1 More Able pupils have equal access to all aspects of the curriculum and school life. Pupils will be encouraged to fulfil their potential in the subjects in which they are "more able" without reducing the breadth of their curriculum and personal experience of sporting activity.

6. Staff development and training

- 6.1 Staff are regularly trained to enhance their knowledge of extending and supporting More Able pupils, through internal and external provision.
- 6.2 The school acknowledges that the supporting of More Able pupils is the responsibility of all staff.

7. Provision

- 7.1 Provision for More Able Pupils can be achieved in two ways:
- 7.1.1 In-Class Differentiation
- Curriculum Modification: Differentiate the curriculum to introduce greater depth and complexity.

- Flexible Grouping: Use flexible grouping strategies to enable more able pupils to work with peers of similar or differing abilities.
- Advanced Tasks: Provide enrichment activities and assignments that promote higher-order thinking and creativity.

7.1.2 Enrichment Activities

- Extracurricular Programs: Offer a variety of clubs, workshops, and competitions tailored to different areas of ability.
- Special Projects: Allow pupils to engage in independent or group projects that reflect their interests and talents.

This is not an exhaustive list, and different strategies will be appropriate for different classes / teachers / subjects.

Extending and enriching the curriculum

7.2 At Newland House we provide a varied extra-curricular programme in order to offer opportunities for all children to succeed at their own level in a wide range of areas.

For example:

- Visiting experts and range of materials and resources
- Cross-curricular workshops such as STEM, Lego Robotics
- Author visits and Able Writers' Workshops, where children engage in collaborative, creative writing tasks
- Use of subject specialists
- 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 and offsite visits, for example, Inter-School General Knowledge Quiz and a range of subject specialist quizzes and Competitions
- Enrichment sessions during the school day
- Subject-specific trips to events and other schools

8. Further information

8.1 This policy will be reviewed every academic year or sooner if changes to legislation, compliance requirements or good practice dictate.

8.2 A list of useful websites can be found in Appendix 1.

Appendix 1 - Useful websites for the More Able: teaching and learning

A Different Place

A place on the Web to find differentiated activities in all content areas

<http://www.adifferentplace.org/index.html>

London Gifted & Talented

London Gifted & Talented offers open online resources for pupils and students, together with CPD opportunities and networking for London schools.

www.londongt.org

NACE National Association for Able Children in Education

NACE is for teachers of able, gifted and talented children and offers, training, resources and the Challenge Award. For a comprehensive list of books on the teaching of able, gifted and talented children visit the NACE website.

www.nace.co.uk

Potential Plus

An independent charity established in 1967 which works with the whole family to support children with high learning potential.

<http://www.potentialplusuk.org/>

Appendix 2 - Key supporting documents

Identifying gifted and talented learners –getting started (revised May 2008)

Effective provision for gifted and talented children in Primary Education (DCSF Revised May 2008)

Effective provision for gifted and talented students in Secondary Education (DCSF2007)

Gifted and talented education: Helping to find and support children with dual or multiple exceptionalities. (Feb 2008)

Gifted and Talented Education Guidance on preventing underachievement: a focus on children and young people in care. (Dec 2007)

Guidance on preventing underachievement: a focus on dual or multiple exceptionality (DME) (DfES, 2007).