



Millbrook Junior School
Dream, Believe, Aspire, Achieve



Millbrook Junior School

More Able Policy

This policy was approved by the Governors/Trustees on 29th June 2023

Paul Davies

Chair of Governors/Trustees

This policy should be read in conjunction with the following document and policy:
Key to Success document;
Inclusion policy.

At Millbrook Junior School, we value all pupils equally and endeavour to ensure that each child should have the opportunity to realise their potential in a challenging and supportive environment.

Aims and rationale

At Millbrook Junior School, we dream, believe, aspire and achieve to make a difference in enabling these pupils to reach their full potential. We are committed to the extension and enrichment of the curriculum, in order to ensure the holistic progression of the most able pupil.

Aims

1. To recognise the needs of more able pupils within a framework of equal opportunity.
2. To ensure that more able pupils are motivated to achieve to the best of their ability.
3. To provide opportunities for more able pupils to be challenged.
4. To foster a culture of achievement by creating a culture of learning and excellence throughout the school.
5. To work in partnership with parents/carers to help them promote pupil's learning and development.
6. To ensure that able underachievers are identified and supported to achieve to the best of their ability.

Rationale

All pupils need and should receive encouragement, guidance and support. More able pupils need to be identified, targeted, supported and challenged. Strategies need to be devised and implemented, and pupil progress needs to be monitored.

Definition of More Able

The DfE and Ofsted define the more able in terms of those whose progress and attainment significantly exceed age-related expectations. However, as members of NACE, we also look beyond this to include those who may be underachieving or whose skills and knowledge may extend beyond national measures of progress and attainment. Therefore, the definition of More Able at Millbrook Junior School is:

Pupils whose progress and attainment significantly exceed age-related expectations.

Identification

Most able pupils are pupils who have ability or abilities beyond the large majority of their peer group and consequently require more challenge than is appropriate for the majority.

Challenge for the more able means:

- A curriculum designed to allow more able learners challenging and enriching learning opportunities;
- Teaching with planned opportunities for depth, breadth and pace in learning;
- Learning which involves self-direction and independence;
- Assessment practices which reliably pinpoint learners' achievement and progress and inform teaching and support strategies.

(NACE July 2021)

Millbrook Junior School endeavours to identify any pupils who may have the potential to be More Able but are currently underachieving. Provision for these pupils is adapted to help them reach their potential. The more able pupils are identified using a variety of methods. These include:

- Nomination by self, staff, parents and peers
- Teacher observation and assessment
- Data and pupil tracking processes
- Transition information
- School intake and context, including social and economic factors
- Checklists of characteristics (general and subject-specific)
- Identification through classroom and extracurricular provision
- Consideration of ability beyond core subjects/academic domains

(NACE July 2021)

Only after consideration of all available evidence (based on previous performance and potential) should pupils be identified as More Able. The identification process is flexible for new pupils, newly-arrived pupils and pupils who were not identified, to allow for mis-identified pupils. Staff should be aware of the indicators of underachieving pupils when identifying the More Able.

Tracking and assessment

More Able learners are tracked assessed using the following methods:

- Teacher assessment
- Use of tests (Headstart, Arithmetic, SATs)
- Regular tracking of attainment of individuals and sub-groups
- Comparison with local and national outcomes
- Arrangements for receiving information or passing it on at transfer and transition (Infant school to Junior school, CT/TA to new CT/TA, Junior school to secondary)

Leadership

SLT

- Develop appropriate, accessible systems for collecting, disseminating and recording information about More Able pupils
- Monitor and evaluate the development of the policy in identified areas of the curriculum to ensure that More Able pupils are correctly identified, that adequate provision is made for them and that their progress is regularly monitored

- Provide opportunities for staff development, as required, in order to raise awareness and develop skills in identifying, developing teaching and learning strategies and providing resources for More Able pupils.

More Able Lead/Team

- Put in place a register of More Able and Talented pupils – dependant on discussion with subject teachers
- Monitor and track the progress of pupils identified with SLT.
- Lead staff discussions and raise awareness through effective INSET provision and provide relevant resources.
- Liaise with subject teams and class teachers. Manage the sharing of good practice. Give advice on extending opportunities and linking to other agencies.

Class Teacher

- Provide pupils with opportunities to extend their skill by regularly promoting problem solving, open ended and investigative activities
- Recognise that setting more work for pupils is not necessarily beneficial. More Able pupils are more inclined to respond to higher level work that is more challenging and broadens understanding

Curriculum, teaching and learning

Millbrook Junior School's curriculum, teaching and learning aims to provide sufficient challenge for all students. This is achieved by:

- Ethos and culture – embracing challenge, high expectations, deeper learning
- Curriculum organisation and design
- Design and management of cognitively challenging learning opportunities – including use of targeted provision, development of self-regulation and metacognition
- Rich and extended talk and cognitive conversations – including questioning, modelling and dialogic teaching
- Effective use of support staff to challenge and support more able learners
- Effective use of classroom, library and digital resources and approaches

Enrichment

Millbrook Junior School provides enrichment activities to give opportunities for learners to reveal and develop their abilities

- Opportunities for problem-solving, decision-making, analysis, synthesis, creative thinking, speculation, evaluation and research
- Planning and monitoring of enrichment activities, including clubs, day and residential visits, visiting specialists
- Collaboration with other schools, external organisations, governors and other individuals with appropriate expertise
- Opportunities for learners to engage with "real life" scenarios
- Opportunities to participate in performances, sports activities, community and other projects
- Participation in national schemes and competitions

(Adapted from NACE July 2021)

Personal, social and emotional support

We recognise that pupils may need support for specific challenges that can be experienced by more able learners, such as pressure to perform. This support may take the form of:

- Provision for personalised learning
- Pastoral support from class teacher or Well-being team
- Mentoring, coaching and peer support
- Learner voice – feedback, one-to-one discussion, questionnaires, representation on school council
- Partnership with parents and carers