MORE ABLE POLICY

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	Print name	Signature	Date
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On behalf of Governing Body	Jenni Mayo	J Mayo	10.07.2025

HARDEN PRIMARY SCHOOL

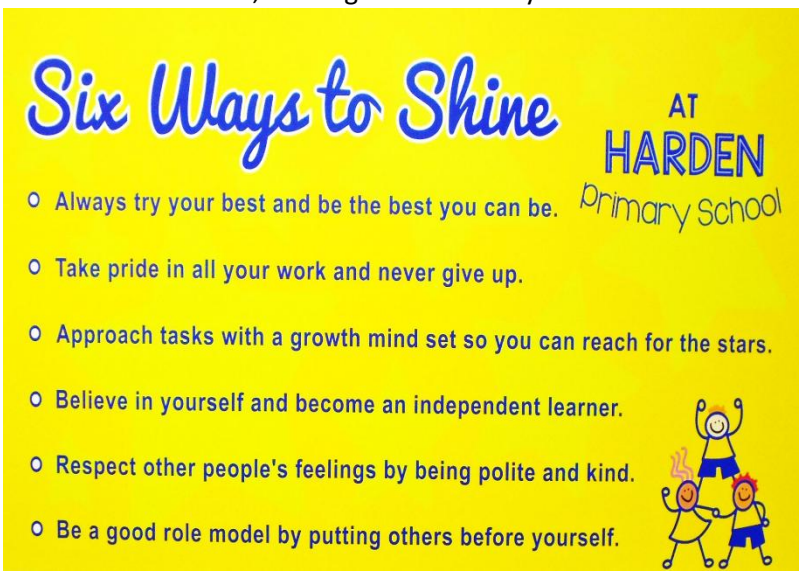
RATIONALE

As identified in the National Curriculum 2014, teachers must 'set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standards'. We recognise that at any time Harden Primary School may have pupils whose performance or potential is significantly greater than that of their peers. These children may be identified as Most Able pupils, Gifted pupils or Talented pupils and we have the responsibility to meet the needs of these children and challenge them. Our policy for these pupils' endeavours to ensure they can be appropriately and effectively provided for through the teaching and learning programmes in school. It is the intention of Harden Primary School to challenge all learners, regardless of their starting point, and ensure they reach their full potential.

AIMS

At Harden Primary School we aim to:

- Create a learning climate in which everyone is valued and individual differences are celebrated.
- Identify children with ability, gifts and talents at the earliest possible time in order to provide appropriately for their learning needs.
- Provide appropriate challenge through high quality tasks for enrichment and extension which grow from the topic being studied.
- Provide a variety of approaches and strategies to ensure all children are stimulated and engage enthusiastically in their learning – to include: ability grouping, cross curricular learning opportunities, individual or group projects, opportunities for children to take the lead.
- Encourage independence through the tasks provided and provide many opportunities for pupil led and enquiry based learning.
- Encourage participation in wider school activities such as School Council, Eco Group, Rota Kids, sports and musical events, competitions etc.
- Use assessment to inform planning for individual needs, flexible groupings and learning styles.
- Ensure planning is flexible to enable adaptations and changes to be made to meet the needs of the learner.
- Encourage self-evaluation and assessment at various learning points such as pre/post learning in maths, and star writing in English.
- Celebrate success and achievements, relating to our Six Ways to Shine



At Harden Primary School the following definitions have been agreed in relation to pupils considered to be:

More able / most able / highly able

Due to their inherently similar meanings, it is easiest if the terms more able, most able and highly able are defined in the same way or encompassed within one "more able" definition which includes the following elements:

- Learners who have the **potential or capacity** for high attainment;
- Learners who **demonstrate high levels of performance** in an academic area;
- Learners who are more able **relative to their peers** in their own year group, class and school/college;
- Ability in all areas of the curriculum **or** in a specific subject/curriculum area, including the arts and physical activities.

Each of these elements is vital if the definition of "more able" is to be clear and encompass the breadth and flexibility needed to ensure outstanding provision.

Higher attaining

Whilst it is sensible to accept the terms more able, highly able and most able as having a shared definition, the term "higher attaining" has a distinct meaning and requires a separate definition.

This is an outcome-driven term and any definition adopted or developed for it must reflect this. If using this term, schools should ensure that it is simply a way of identifying learners based purely on their performance. Its use does allow schools to differentiate clearly between the more able, as defined above, and those who attain the highest standards. There is overlap between the two groups but, importantly, they can also be distinct.

So while this term can be useful, it should not be used interchangeably with or instead of "more able"; it means something entirely different.

Exceptionally able

The abilities and needs of the exceptionally able *exceed* those of the more able. Within any definition of the exceptionally able it is important to:

- Distinguish between these and other more able learners in two ways: (1) By the use of the qualifying adjective "extremely"; (2) By the comparison with peers in *all* schools/across the entire population, as opposed to those within each particular school.
- Include reference to learners who have as yet unrealised potential for exceptional ability.
- Describe the needs of these pupils as going beyond those of students already deemed to require opportunities for enrichment and extension in the normal curriculum.
- Explain that exceptional ability may comprise both quantitative and qualitative aspects, but will certainly include high abstract reasoning ability and complexity of thinking.

Talented

In the early years of the "more able" agenda, "talented" learners were defined by the DfES as those with particular abilities in sport, music, design or creative and performing arts. This group included those who were "vocationally gifted", "those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance."

This definition was adopted by the majority of schools. In a nutshell, it was a way of labelling learners who were highly able in what were considered the non-academic subjects or spheres of learning.

In most schools today, there is little or no distinction made between the terms "more able" and "talented". They share the same meaning.

Underachieving more able learners

In attempting to arrive at a useful definition for underachieving more able learners, schools should consider including the following criteria:

- Learners whose prior attainment demonstrates high levels of ability, but whose current performance fails to demonstrate this. Underachievement may be the result of barriers to pupils' learning, including socio-economic factors, SEMH needs, language and communication issues, etc.
- Learners whose contributions, responses and learning behaviours suggest that they are more able, although this is not reflected in their written work or assessments. This may include those learners with "dual" or "multiple exceptionality".
- Those who haven't yet been identified due to too narrow a curriculum or limited learning opportunities. These are potentially more able learners.

Dual and multiple exceptionality

These terms describe learners who are more or exceptionally able and who also have additional learning needs e.g. dyslexia, autistic spectrum disorders, developmental coordination disorder, developmental language disorder, emotional and behavioural difficulties, physical and sensory differences. These additional learning needs or a disability can make it difficult to identify their high intellectual ability. It is important to include this definition in more able policies as these pupils may otherwise be overlooked.

Achievement and attainment

When developing definitions and shared approaches for more able learners, it is also useful to have a clear understanding of these two key terms. In the NACE Essentials guide *Breaking down barriers*, Professor Carrie Winstanley defines them as follows:

- **Attainment** refers to the level or standard of a learner's work as demonstrated by some kind of test, examination or in relation to a predetermined expected level. In UK schools, the common measures for attainment are Standard Attainment Tests (SATs) and public examinations such as GCSEs. The emphasis here is on how learners perform when tested.
- **Achievement** also refers to the success of a learner, but also takes into account the progress made and improvements demonstrated across time. The notion of added value over a term, year or key stage is part of the equation here, not merely the summative test scores.

Identification at Harden Primary School

We adopt a comprehensive approach to identifying more-able pupils, which is appropriate to their age. We recognise that some pupils are globally more-able, whereas others may have a specific academic aptitude or talent, which is supported by the multi-layered criteria we use to identify more-able pupils throughout the school. At Harden Primary School, more-able and talented pupils are identified through:

- Standardised Assessment Scores
- Teacher observation and nominations for subject specific abilities and talents
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination, which is useful in revealing high achievement in non-school based sport/activities
- Characteristics by subject - checklist

Transition

Effective recording and communication systems between each year group, across and within Key Stages, will ensure that as far as possible teachers are aware (at the start of each year) of:

- Attainment and progress.
- Potential and interests of all learners.
- Skills that have been mastered for those identified as more able
- Preferred learning styles.

Information will be gathered from previous settings on transition into Harden Primary and passed along to new settings including secondary schools when children leave Harden Primary school.

CURRICULUM ORGANISATION AND PLANNING FOR LEARNING

At Harden Primary School we believe that the organisation of the school's curriculum is crucial in ensuring all children are interested and engaged learners and are given the life skills they need for the future. Our school curriculum is therefore organised in half termly topics, with enquiry based questions relevant to the children's interests. Children are given opportunities to develop their own areas of interest within a topic, following an enquiry-based curriculum.

Teachers are expected to plan for the wide range of abilities in their classes and to offer enrichment and broaden learning opportunities for all children to deepen their knowledge and understanding. Learners remain in the classroom working alongside their peers and are supported by the teacher as appropriate.

Specific strategies for challenge

We aim to:

• Create an ethos where high attainment is celebrated, and pupils feel good about achieving excellence.
• Encourage ALL pupils to become independent learners.
• Provide a wide range of resources to accommodate the needs of able pupils across the curriculum.
• Involve pupils in decision-making, for example as members of the school council, Eco Group, Rota Kids, completing pupil surveys.
• Encourage pupils to carry out extra research work, and enquiry-based learning to follow their own interests and build a 'thirst for learning' or 'Goal free' opportunities to explore.
• Encourage pupils to participate in out of the classroom activities, extracurricular and enrichment opportunities.
• Ensure that provision of more able and talented pupils is embedded in all aspects of school life, and accessible for all.
• Support the effective transition of more able and talented pupils to the next stage of education.
• Encourage parents and carers to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities, providing resources and opportunities at home and setting realistic targets.
• Promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc. The school provides a whole range of extra-curricular activities for all pupils and will endeavour to provide activities that enable more able and talented pupils to extend and challenge their skills.
• Provide flexible groupings across all curriculum areas to enable all children to be challenged in a variety of ways.

'Classroom Climate' Checklist

- How have you established a culture in which wrong answers are productive opportunities for learning ('happy accidents') and in which creative thinking is actively encouraged?
- How have you helped learners become more aware of their preferred learning styles?
- Do you provide significant opportunities for them to practise learning styles they find more difficult? How are you developing and maintaining a classroom of achievement?
- How often do you encourage creative thinking by asking open-ended questions to which there are no right answers?
- How are learners involved in self-assessment and / or peer assessment? *How do you ensure that examples of gifted and talented work are on display or readily available to raise the expectations of both learners and teachers. *How effectively are you involving teaching assistants or supply teachers in the identification of, and provision for, the gifted and talented.
- How effectively are you liaising with the schools' library service or other local resources support services?

Thinking skills

Thinking skills enable pupils to turn experience into learning. They focus on developing an understanding of 'how' to learn rather than just 'what' to learn. At Harden Primary School, thinking skills are not an addition to the curriculum but are embedded in all subjects in the curriculum.

Examples of thinking skills include:

- Information processing skills, which enable pupils to interpret and analyse information to show their understanding of concepts and the relationships that exist between these concepts.
- Enquiry skills and enquiry based learning, which enable pupils to ask relevant questions, pose and define problems, plan how to test their predictions and analyse the data collected.
- Reasoning skills, which enable pupils to justify their opinions with reasons and/or evidence, draw inferences and make deductions.
- Creative thinking skills, which enable pupils to generate and extend their ideas, suggest possible hypotheses and apply imagination to their thinking.
- Evaluation skills, which enable pupils to judge the value of what they hear, read and do, develop criteria for judging their own and other's work and develop confidence in forming their own points of view.

Supporting pupils At Harden Primary School

It is the responsibility of class or subject teachers to identify and support a pupil who is not achieving their potential. For more-able and talented pupils, the following process is implemented to ensure that any additional needs are identified, and appropriate interventions are put into place.

- Assess: The class or subject teacher, working with the Head of School, will talk to the pupil to identify barriers to progress
- Plan: In consultation with the parent, pupil and Head of School, the teacher will identify the interventions to be put in place, as well as the expected impact on progress, along with a review date.
- Do: The teacher remains responsible for working with the pupil. The Head of School will be available to support in the further assessment of implementation of support.
- Review: On the agreed review date, the teacher and Head of School review and evaluate the effectiveness of the interventions and their impact on the pupil's progress, considering the views of the pupil and their parents. The support is revised in light of the pupil's progress and development in consultation with the pupil and parents.
- Provision will be reviewed with the consideration of the child's mental health needs and it will be evaluated how this can be further supported including My Happy Mind and other support strategies.

EQUAL OPPORTUNITIES

Our aim is to provide equal opportunities across all aspects of the curriculum for all children. The special needs of each child are considered when planning the curriculum to ensure an inclusive environment so that each child reaches his/her potential.

MONITORING AND EVALUATION

The Policy for Most Able and Gifted and Talented Pupils and related practices will be monitored and evaluated by the Leadership Team and the linked governor to ensure procedures and processes are maintained and developed appropriately for the benefit of the children.

The linked governor is named as Jenni Mayo.

Appendix- Identifying more able learners

Identifying more able learners: characteristics by subject

Art

More able learners in art may display a selection of the following characteristics:

- Think and express themselves in creative, original ways
- Want to follow a different plan to others, challenge tasks given or extend their brief in seemingly unrelated directions
- Enthusiastic and interested in the visual world; have a strong desire to create in the visual form
- Driven by ideas and persevere until they have completed a task successfully, with little or no intervention from the teacher
- Take risks without knowing what the outcome will be
- Can be quirky and display humour
- Interested in the art world, art forms and culture
- Analyse and interpret their observations and present them creatively
- Work in innovative ways
- Enjoy experimenting with materials; able to go beyond the conventional and use materials and processes in creative and practical ways
- Communicate original ideas, insights and views
- Confidence in using a wide range of tools and techniques skilfully
- Keen to extend their technical abilities; sometimes get frustrated when other skills do not develop at the same time
- Explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning
- Make unusual connections between their own work and others' work
- Critically evaluate visual work and other information

Identifying more able learners: characteristics by subject

Computing

More able learners in computing may display a selection of the following characteristics:

- Quickly grasp and apply computational thinking concepts (decomposition, pattern recognition, abstraction, algorithms) to novel problems
- Can articulate the relationship between computing concepts and real-world scenarios with ease
- Generate original project ideas that go beyond the scope of the curriculum
- Embrace experimentation and iteration as part of the creative process
- See the connections between abstract mathematical ideas and their practical applications in computing
- Understand how computing can be used to model and simulate natural phenomena
- Enthusiastically explore the ethical implications of technology on scientific advancements
- Excel in programming challenges, often seeking out more complex tasks
- Independently learn new programming languages or frameworks to broaden their skillset
- Create engaging digital content that demonstrates creativity and technical proficiency
- Effectively use a wide range of ICT tools for research, collaboration, and communication
- Articulate complex computing concepts clearly, both verbally and in writing
- Demonstrate a genuine enthusiasm for computing and its potential to impact society

Identifying more able learners: characteristics by subject

Design and technology

More able learners in design and technology may display a selection of the following characteristics:

- High levels of technological understanding and application
- High-quality making and precise practical skills
- Readily accept and discuss new ideas; conceptualise beyond the information given
- Have flashes of inspiration and highly original or innovative ideas
- Demonstrate different ways of working or different approaches to issues
- Identify the simple, elegant solution from complex, disorganised data
- Reflective and constructively self-critical
- Link the familiar with the novel
- See application in 2D or 3D
- Transfer and adapt ideas from the familiar to a new problem
- Sensitive to aesthetic, social and cultural issues when designing and evaluating
- Capable of rigorous analysis and interpretation of products
- Conduct independent research to solve problems
- Work comfortably in contexts beyond their own experience and empathise with users' needs and wants

Identifying more able learners: characteristics by subject

Geography

More able learners in geography may display a selection of the following characteristics:

- Understand concepts clearly; can apply this understanding to new situations to make interpretations, develop hypotheses, reach conclusions and explore solutions
- Understand geographical ideas and theories; apply them to real situations
- Communicate effectively using both the written and spoken word, in ways that are appropriate to task and audience
- Learn subject-specific vocabulary and use it accurately
- Reason, argue and think logically
- Able to manipulate abstract symbols and recognise patterns and sequences
- Use and apply mathematical principles and formulae to solve geographical tasks and problems
- Identify their own geographical questions and sequence investigations
- Understand, and able to explain, complex processes and interrelationships
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information
- Competent and confident in using the wide range of visual resources required
- Well-considered opinions on issues such as the environment and life in different places
- Wide-ranging general knowledge about the world and topical issues
- Able to transfer knowledge from one subject to another
- Creative and original in their thinking, frequently going beyond the obvious solutions

Identifying more able learners: characteristics by subject

History

More able learners in history may display a selection of the following characteristics:

- Perform at levels of literacy that are advanced for their age
- Able to communicate effectively in different forms
- Use subject-specific vocabulary with accuracy and confidence
- Show particular skill at inference and deduction
- Able to make logical connections between events and people
- Good understanding of cause and effect
- Able to set both new and previously acquired information in a chronological framework
- Broad range of general and historical knowledge
- Can discuss the significance of events, people and changes
- Maturity in ability to analyse historical sources and organise historical information
- Able to demonstrate and use a wide and growing knowledge base
- Able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones
- Keen awareness of the characteristics of different historical periods
- Able to question, challenge and develop own lines of enquiry
- Good grasp and understanding of historical interpretation
- Can make imaginative links between the topics studied in multiple subject fields
- Ability to hypothesise; can make judgements and justify them
- Can take on broad concepts
- Offer unexpected insights
- Willingness to search for new information and ideas
- Enquiring mind
- Can cope with tentative conclusions
- Developed sense of empathy and imagination
- Use visits to historical sites as a basis for further investigation

Identifying more able learners: characteristics by subject

Music

More able learners in music may display a selection of the following characteristics:

- Captivated by sound and engage fully with music
- Select an instrument with care; may be unwilling to relinquish the instrument
- Find it difficult not to respond physically to music
- Memorise music quickly, without any apparent effort
- Able to repeat more complex rhythmical and melodic phrases given by the teacher
- and repeat melodies (sometimes after only one hearing)
- Sing and play music with a natural awareness of the musical phrase; the music makes sense
- Particularly sensitive to melody, timbre, rhythms and patterns
- Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
- Show strong preferences, single-mindedness and a sustained inner drive to make music
- Have the motivation and dedication to persevere and practise; show a commitment to achieving excellence

NB: Pupils more often show their musical talent through the quality of their response than the complexity of their response. Musical quality is very difficult to define in words, as music is a different form of communication from language. Therefore, musical talent is at least as much about demonstrating a higher-quality response within levels as about attainment at higher levels. Musical talent can be seen at every level of attainment. Those with a high ability in music show a particular affinity with sound. This type of ability is sometimes difficult to identify, especially when it is not combined with more general ability.

Aptitude in music may reveal itself early given the right conditions, but can also remain hidden if a pupil has had limited encouragement or opportunity. Teachers may encounter pupils whose musical skills and performance are developed to such an extent that it is difficult to provide for them in the everyday classroom – as well as pupils in whom abilities of great promise are merely latent, and who need intensive and focused development of skills.

Physical education

More able learners in physical education may display a selection of the following characteristics:

- Use the body with confidence in differentiated, expressive and imaginative ways
- Good sense of shape, space direction and timing
- Movement is fluent and can be elegant
- High degree of control of their body; good control of gross and fine body movements and can handle objects skilfully
- High degree of motivation and commitment to practice and performance
- Use technical terms effectively, accurately and fluently
- Able to analyse and evaluate their own and others' work, using results for self-improvement
- High level of understanding of principles of health-related exercise and their application in a variety of activities
- Particularly high levels of fitness for their age
- Specific strengths in particular areas, e.g. games or dance
- Able to perform advanced skills and techniques and transfer skills between activities
- Good decision makers; able to take the initiative; demonstrate autonomy, leadership and independence of thought
- Able to reflect on processes and outcomes to improve performance
- Take risks with ideas and approaches
- Show perseverance and commitment
- Involvement with a range of related extracurricular activities
- Understand the need for effective coaching

NB: In addition to the above characteristics, specific sports and physical activities will have their own list of skills and abilities.

Identifying more able learners: characteristics by subject

Science

More able learners in science may display a selection of the following characteristics:

- Aware of how the context influences the interpretation of science content
- Recognise patterns and relationships in science data
- Can hypothesise/predict based on valid evidence and draw conclusions
- Decide quickly how to investigate fairly and manipulate variables
- Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- Recognise and process reliable, valid and accurate data; can explain why data is unreliable, invalid or inaccurate
- Inquisitive about how things work and why things happen
- Good observational skills
- Enjoy talking with the teacher about new information or ideas
- Think flexibly, generalise ideas and adapt problem-solving approaches
- Ask many questions
- Enjoy logical reasoning
- May be able to miss out steps when reasoning
- Strive for maximum accuracy in measurements of all sorts
- Use advanced and extensive vocabulary, including the use of appropriate language from other areas of the curriculum such as mathematics
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
- Extremely interested in finding out more about things around them
- Read widely on science or science fiction
- Have scientific hobbies and/or members of scientific clubs and societies
- Able to sustain their interest and concentration and go beyond an obvious answer with greater depth
- Able to evaluate findings and think critically; can be self-critical
- Easily bored by over-repetition of basic ideas; may approach undemanding work casually and carelessly

NB: Learners who are more able in science can show intense interest in one particular area of science, sometimes to the exclusion of other topics.