



SARACENS BELL LANE

MORE ABLE POLICY

Responsibility of (<i>see policy tracking sheet</i>):	Saracens Bell Lane
Approved by:	Local Governing Body
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1. Beliefs, Values and Definition

Pupils may be more able (MA) in diverse fields, such as academic, creative or sporting. Academically this will be no more than 10% of the year group, and will be representative of the year group. They will be identified using a combination of standardised scores (for example above 115 on Rising Stars scale), and baseline testing in an attempt to identify pupils who are performing in the top five percent nationally. Pupils will be identified by January of Year 1, and will remain on the academically able list.

Class Teachers and Subject Leads will determine what constitutes a MA learner in their subject areas – the attitudes and characteristics that they would be expected to display. They will compile a list of pupils that they identify per year group, which will run concurrently with the academically able list.

Saracens Bell Lane (SBL) will help the MA pupils to flourish and reach their full potential and leave school with the best qualifications by providing first-rate opportunities to develop the skills, confidence and attitudes needed to succeed. We will ensure that work is challenging and demanding throughout Key Stage 1 and 2 to ensure pupils make sustained, rapid progress.

We will work with the families of our MA pupils to maintain high expectations and overcome any obstacles that may prevent pupils reaching their aspirations.

2. Aims

SBL aims to provide quality educational experiences to meet the individual needs of all our pupils. We believe that all children are entitled to an education that will enable them to develop their full potential - be that intellectual, physical, aesthetic, creative, emotional, spiritual or social - finding appropriate challenges in our learning environment. It is important that the needs of MA pupils are recognised, and strategies developed for their identification, growth, and support. We aim to provide flexible provision, within an inclusive framework, which sets out to provide appropriate teaching and learning opportunities for all pupils. This includes the development of learning skills, including leadership, initiative, and resilience, which should be developed across all curriculum areas (see Appendix 1).

Beyond pupil's regular curriculum learning, they will have the opportunity to be involved in enrichment activities and receive direct support to achieve their full potential and raise their aspirations and progress.

3. Identification

To ensure a consistent and accurate identification process, a range of methods will be employed, and we will take information from a variety of sources:

- Formal tests and standard attainment levels - this will be no more than 10% of the year group and be representative of the profile of the year group. They will remain on this list once identified by the January of Year 1
- Teacher recommendation based on criteria for each subject, which has been compiled by class teachers and Subject Leads This list will be reviewed and updated each year
- Records of improved achievement
- Extracurricular activities.

This process will result in an identified cohort of pupils who represent the MA pupils in each year group/class according to their academic ability, or a creative or sporting aptitude. This may also include pupils who are underachieving but have the potential and may need specific support. The pupils identified will be representative of the school in terms of gender and ethnicity. Identified pupils will be communicated to all teachers and parents/carers and their progress will be monitored.

Early Years Foundation Stage (EYFS)

Teachers will identify learners who:

- demonstrate observable personal traits (e.g. curiosity, agile thinking and high motivation)
- possess the ability to learn well (e.g. learning new ideas and concepts easily and quickly) and display atypical learning styles (e.g. dislike of repetition, showing interest beyond their years, being inclined to choose unusual ways of working)
- show particular abilities in the EYFS areas of learning: advanced vocabulary (CL), solving mathematical problems (mathematics), developed motor skills (PD) or showing confidence in changing plans and strategies (PSED).

4. Curriculum, Assessment and Teaching

The school will provide pupils with their full entitlement to the National Curriculum and, additionally, provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside the boundaries of this curriculum. All programmes of work, [schemes of work/learning] will have opportunities for extension or enrichment activities.

The school's standard assessment and marking policy will be used. Class Teachers and Subject Teachers will be aware of pupils on the MA register, adapting suitable learning experiences in lessons to challenge the MA appropriately. Subject Teachers are responsible for monitoring the progress of these pupils and subsequent intervention if the progress of a MA pupil becomes a concern, with the support of Subject Leads and the More Able Coordinator(s) if necessary.

Subject Leads will advise teachers and provide time for teachers to share good, and innovative practice within their departments on strategies to stretch and challenge MA pupils. It is the responsibility of each Subject Lead to ensure that opportunities for the advancement of MA pupils are detailed in schemes of work/learning and developing subject improvement plans.

Responsibilities for the improvement and development of more able pupils' learning are detailed in Appendix 2.

5. Monitoring and Evaluation

The evaluation process is designed to assist the Senior Leadership Team (SLT) and teachers to plan for improvement and to target resources more effectively, primarily to improve MA pupils' progress.

The responsibility for evaluation will fall to the MA Coordinator(s), who will report directly to a member of the SLT. The evaluation will include feedback from all interested stakeholders (staff, pupils and parents/carers). New staff are inducted in policy and practice relating to MA pupils.

The list will be reviewed annually. Where pupils new to the school, or existing pupils, have made significantly greater progress than a pupil previously identified as MA, we will consider adding to or removing pupils from the list. Any pupil at risk of being removed will be informed and supported to achieve more for an agreed period. In extreme circumstances, the MA Coordinator(s) may decide to remove a pupil from the list.

6. Beyond the Classroom

Enrichment opportunities may be specific to subject areas, for example competing in the National Maths Challenges, general knowledge competitions, Science competitions, and writing competitions.

MA pupils will have a range of activities to be set up and reviewed each year based on the needs and desires of the cohort.

Enrichment opportunities may also support pupils with social and personal development where they may feel lonely, or different to the majority of pupils.

7. Links with Other Policies

This More Able Policy is linked to:

- Curriculum Policy.

Appendix 1

The desired characteristics of a more able pupil: In their learning and in their work

Some MA pupils may appear bored or frustrated in lessons where they are not challenged appropriately by the learning activities. Also, the presentation of work for some MA pupils can be messy and erratic as they struggle to get the ideas on paper as quickly as they come to mind. Staff will stretch and support pupils in achieving the desired characteristics below.

A. Characteristics in learning, in lessons:

1. Pupils ask and select their own challenging questions and are encouraged to answer higher order questions
2. Pupils enjoy grappling with and solving unfamiliar problems
3. Pupils are engaged and have an active voice in the classroom when participating in discussion
4. Pupils think systematically, manage information, and learn from others
5. Pupils develop confidence, self-discipline and understanding through opportunities to evaluate or reflect on their learning
6. Pupils have opportunities to develop their leadership and interpersonal skills, especially in group work
7. Pupils are creative or imaginative, e.g. produce many ideas or are highly original
8. Pupils learn rapidly and quickly grasp new concepts
9. Pupils are confident and self-assured as learners who take pride in their learning and achievements.

B. Characteristics in their written work, in their books or folders:

1. Pupils' work shows the highest quality of presentation in line with school policy
2. Pupils' extended writing tasks are completed with high levels of literacy, spelling and grammar
3. Pupils show detailed and high-quality response to marking
4. Pupils' work shows evidence of clear extension, enrichment, and investigation
5. There is clear evidence of learning objectives or outcomes which provide pupils with the opportunities to learn in the way described above in 'A. Characteristics in learning, in lesson' e.g. develop high level evaluation, problem solving or questioning skills
6. Pupils' writing provides examples to support their explanations to develop secure judgements, analysis, and opinions
7. Sophisticated written work demonstrates subject specific vocabulary and the development of making links to prior learning
8. Feedback tasks are matched to pupils' abilities.

Appendix 2

Responsibilities for the improvement and development of more able pupils' learning

Subject Leads:

- To monitor the progress of MA pupils within the department and that the curriculum, as well as lesson provision and learning activities, are meeting their needs
- To provide schemes of work that contain extension and enrichment material for MA pupils
- To ensure their team is kept informed of all issues related to national and local developments concerning MA pupils
- To ensure that subject area self-evaluation and improvement is informing the provision for MA pupils
- To define MA identification criteria within their subject area
- To identify pupils who meet the criteria and pass their names onto the MA coordinator(s).

MA Co-ordinator(s):

- To lead learning development for the MA pupils
- To monitor the implementation of intervention strategies for MA pupils with Subject Leads
- To report to SLT and Governors periodically about the development and implementation of the programme
- To facilitate the sharing of information and of good practice to Subject Leads
- To develop a programme of extracurricular activities, linking with external partners and raise the profile of MA pupils.

SLT:

- To work with the MA Coordinator(s) to oversee the process and activity
- To facilitate the setting of achievable targets and monitoring MA pupils' progress at headline level
- To include items concerning provision for MA pupils on meeting agendas for Governor, and Senior Leadership
- To liaise with other members of SLT regarding certain practicalities and arrangements to ensure the effective implementation of the programme.

LGB:

- To have oversight of MA pupils through monitoring their progress and considering the strategic curriculum.