



St Leonard's CE(A) First School
More Able Policy

Developed in consultation with:

Teaching Staff
Governing Board

Adopted by the Governing Board:

January 2024
Date for review: Jan 2026

'Let your light shine before others so that they may see your good works and give glory to your Father who is in heaven.'

Matthew 5:16

Date of last policy reviewed	Changes made
September 2018	Dates and names changed. Addition - talent passport for pupils to direct their learning.
January 2022	Dates changed Anti-bullying ambassadors changed to kindness ambassadors.
January 2024	More able gifted and talented referral form added. Dates changed.

Most Able Policy

1. Introduction

1.1 At St Leonard's CE First School, we are committed to providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'Most Able'.

1.2 In the national guidelines the terms are distinguished as follows:

The DCSF (Department for Children, Schools and Families), the predecessor of the Department for Education (DFE) defines able learners as:

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)."

They can be identified in any year and amount to 7-10% of the school population, although we do not attempt to manipulate individual cohorts to ensure that this is so. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further including visits to Churnet View or St Edward's Middle Schools or Leek High or Westwood College for specialist teaching in addition to out of school sports and Arts provision.

Most Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum. They have the capacity for, or demonstrate, high levels of performance in a subject area, which can be as extremely high levels of achievement or extremely rapid rates of learning. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Reference to Howard Gardner's definition of intelligence is taken into consideration

when identifying able learners. In his book 'Frames of mind' 1983. He refers to multiple intelligences (Linguistic intelligence, spatial intelligence, musical intelligence, bodily intelligence, personal intelligence and logistical-mathematical intelligence.)

2 Aims

2.1 Our aims are to:

- Provide a high quality curriculum and effective teaching.
- Identify pupils who have above average ability in one or more areas of the curriculum.
- Provide opportunities to extend and challenge pupils through mastery tasks.
- Ensure that pupils achieve their full potential; meeting expected attainment and progress targets by developing children's confidence.
- Provide extra-curricular activities which provide enrichment in different areas of the curriculum.

3 Identification of most able children

We use a range of strategies to identify most able children. The identification process is ongoing, and begins when the child joins our school.

3.1 In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be most able.

3.2 Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.

3.3 Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be most able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.

3.4 The children undertake national tests in Year 2. Y2 data provides teachers with a benchmark to identify those who are most able and are working at a greater depth within the curriculum. Teachers also make regular assessments of each child's progress in all subjects of the new National Curriculum in accordance with the new assessment without levels initiative. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress in addition to their personal predicted targets.

3.5 Children in all year groups undertake standardised assessments in English and Maths each year which enable teachers to compare them against children of the same age Nationally. This provides an accurate view of whether children are gifted and talented.

3.6 Teaching staff are very aware that test scores do not present the only way to categorise pupils. At St Leonard's we are a small school who know our pupils well and

can identify talents when they begin to shine. Staff spend time making observations of

pupils and collect them from parents in order to help decide whether a child exhibits exceptionally able characteristics. This begins in the Early Years Foundation Stage.

3.7 A range of checklists of general characteristics are used in the identification of the exceptionally able pupil to make sure all areas have been considered.

4 Characteristics of an able child:

Most able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils 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 contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all most able pupils are obvious achievers. Many actually under achieve - their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations. At St Leonard's , we are committed to ensuring that the provision for most able children is a priority.

This provision may include gaining the support from other professionals such as the Educational psychologist with parent consent.

5 Disadvantaged most able pupils

As with all pupils, the school is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop

their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

6 Provision

6.1 Our teachers plan carefully to meet the learning needs of all our children and have the highest expectations of them. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. We use a mastery curriculum. Mastery is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods. In Mathematics characters such as Reasoning Ruby and Problem Solving Pete are used to extend and deepen the Maths learning through challenges given to pupils.

6.2 At St Leonard's we give our pupils lots of opportunity to make sure their voices can be heard. We question pupils regularly about whether they feel challenged in their learning and what more they would like to see. This information is fed into improvement planning.

6.3 Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers including the setting across core subjects and small group interventions. Our mixed age class system means that as pupils complete work they can progress quickly on to work of a more advanced level within the class. Where our Year 4 pupils are Gifted and talented we seek to provide opportunities with and seek advice from the local Middle Schools. There are rare occasions when a move to Middle School a year early may be carefully considered but this will always be a process of weighing up a pupils academic and emotional needs and only where it can be evidenced that a child had mastered the Year 4 curriculum.

6.4 Learning is enriched at St Leonard's through the study of 'learning behaviours' through our use of animal characters like 'concentrating crocodile' and 'persevering parrot'. This ensures that most able learners are able to engage in dialogue about their own learning and how to take it further. At the beginning of a whole school topic a Blooms Taxonomy planning grid is used to identify higher order learning that could be planned in to ensure challenge for most able pupils. Blooms taxonomy questions are used in guided reading to develop higher order reading skills such as inference. Our accelerated reader program allows pupils to read at the correct and optimum level based on online quizzes that they carry out and gives them the opportunity to undertake quizzes to assess their own understanding throughout the school day.

'Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments and activities.

*The models were named after [Benjamin Bloom](#), who chaired the committee of educators that devised the taxonomy. He also edited the first volume of the standard text, *Taxonomy of Educational Objectives: The Classification of Educational Goals.*'*

6.5 In every year group we set targets for English and mathematics, and teach the children in ability groups. These groupings are flexible and alter termly following tracking and monitoring of progress and need.

6.6 During a lesson, opportunities are given for the most able pupils to access resources independently and develop their own study and research skills. They may also use technology programmes to enhance their learning. Most able pupils may be asked to carry out independent research at the start of a lesson instead of engaging in teacher input on the carpet if it is felt that this would provide more challenge for them. Most able pupils will be given free and frequent access to computers.

6.7 We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a STEM club, craft club, cookery club, magical maths, mad science and a range of sporting and musical clubs. We also invite most able pupils to run their own clubs.

6.8 All pupils are given a talent passport when starting school to allow staff to tailor their learning experience towards their interests and aspirations. This is updated each term and passed on to the next school.

6.9 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children. In addition to mental maths facts and spelling and reading of words matched to ability. Our pupils have the opportunity to engage in cross curricular project style homework that sets them challenges allowing them to learn more deeply and express their talents.

6.10 The children will also have the opportunity to experience a full range of educational visits (at least one each half term) that further enrich and develop learning.

6.11 We promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc. This is celebrated in worship and in the weekly newsletter.

6.12 We plan enrichment weeks when the normal timetable is suspended and cross-curricular projects are undertaken offering pupils more challenge and responsibility.

6.13 Special lessons and events are planned for gifted and talented pupils to attend at our local Middle schools, usually Science, Computing and Sporting events. Pupils can also take part in a spelling bee competition at the Middle School. Higher order lessons in particular subjects are sometimes provided in school for the most able pupils by visitors or volunteers.

6.14 Pupils at St Leonard's are encouraged to become strong and ethical leaders for their own futures. We provide a full range of leadership opportunities that all pupils can engage with such as; school council, worship council, health and safety council, playground and sports leaders, library monitors, reading buddies, kindness ambassadors and learning ambassadors. They are given training by school staff in how to be a good leader. Most able pupils thrive on these challenges.

7 Monitoring and review

Class teachers

7.1 Class teachers keep regular records of the attainment and progress for all pupils in their classes or sets in Reading, Writing and Maths, and report each term on the progress and attainment of these pupils. Teachers discuss the children's progress with parents at the termly consultation evenings and report annually on each child's progress in July. All co-ordinators use their subject data analysis to form action points for the next academic year.

7.2 Class teachers keep records of the attainment and progress of the most able pupils in those areas in which they excel. This is used to inform future provision necessary to meet their needs.

7.3 Class teachers review progress and set targets with pupils each term, or more often if required. Most able pupils are given a mastery passport (a shared target document between teacher, parents and pupil) which allows all to work together to ensure challenge for the pupil.

Most Able Lead

There is a nominated teacher who coordinates the provision and practice within the school for most able children and keeps an up to date register of able, gifted and talented pupils. (Mrs Stanesby - Headteacher and SENDCO).

7.4 The Most Able Lead tracks progress of most able pupils.

7.5 The lead regularly monitors the provision for these pupils by reviewing the teaching arrangements in place and lesson planning. Work samples from the higher achievers will also be monitored and lesson observations across the curriculum will ensure the correct provision for the most able pupils in our school.

7.6 The lead supports staff in the identification process as well as provides advice and support on teaching and learning strategies.

7.7 The lead liaises with parents and provides feedback to the governing body on an annual basis. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

Governors

7.8 The governing board monitors the school provision for most able pupils. They work with the school's Most Able Lead in support of the school's efforts to help these pupils to reach their full potential.



Exceptionally able pupil checklist - Initial checklist

Learns easily.	
Original, imaginative, creative.	
Persistent, resourceful, self-directed.	
Inquisitive, sceptical.	
Informed in unusual areas often beyond their years.	
Artistic.	
Outstanding vocabulary, verbally fluent.	
Musical.	
Independent worker, shows or takes the initiative.	
Good judgement, logical.	
Versatile, many interests.	
Shows unusual insights.	
Shows high levels of sensitivity, empathy.	
Has excellent sense of humour.	
Exhibits unusually extroverted or introverted behaviour within a group.	
Unusually high motivation and self-expression.	
Speed and agility of thought and preference for verbal rather than written expression.	
Shows leadership qualities.	
Physical.	
Behavioural indicators.	



Bright child/ Gifted learner Identification checklist

Bright Child		Gifted learner	
Knows the answers		Asks the questions	
Is interested		Is highly curious	
Has good ideas		Has wild silly ideas	
Works hard		Plays around yet tests well	
Answers the questions		Discusses in detail, elaborates	
Top group		Beyond the group	
Listens with interest		Shows strong feelings/ opinions	
Learns with ease		Already knows	
Enjoys peers		Prefers adults	
Grasps the meaning		Draws inferences	
Completes assignments		Initiates projects	
Is receptive		Is intense	
Copies accurately		Creates a new design	
Enjoys school		Enjoys learning	
Absorbs information		Manipulates information	
Technician		Inventor	
Good memorizer		Good guesser	
Enjoys straight forward sequential presentation		Thrives on complexity	
Is alert		Is keenly observant	
Is pleased with own learning		Is highly self-critical	



Able Mathematicians identification checklist

A child using his/ her own strategies and able to explain and justify them.	
Boredom as a result of insufficient challenge.	
The ability to use a variety of skill in solving problems.	
Rapid progress through commercial schemes.	
Able to develop a problem by seeing other mathematical possibilities in it.	
Able to identify the key issues in a problem.	
Quickly grasps new mathematical concepts.	
Display flair, imagination and originality.	
Able to transfer the use of specific maths skills to different situations.	
A good 'abstract' thinker.	
Critical of mathematical tasks given to them.	
Analytical.	
Success in standard tests.	



An able child in Literacy - Identification checklist

Bring their own experiences to the text.	
Show perception.	
Often read and understand complex sentences.	
Transfer what they have learned to another area.	
Empathise well.	
Select and use passages in text to support their own views.	
Compare author's styles.	
Require 'extra' stimulation.	
Appreciate and can use humour.	
Exhibit an imaginative response to text.	
Exhibit a 'buzz' when working.	
Easily see what is the author's intention.	
Often read at greater length much earlier.	
Be 'eccentric' in choices of reading.	
Infer (read between the lines) from an early age.	
Be good at working out the meaning of unfamiliar words by looking at the rest of the text.	
Be good at understanding and adapting their audience's needs (writing/reading).	
In test situations - recognise and produce the maximum points for answers.	
Often 'speed' read.	
Spark off others with their enthusiasm and insight.	

NAME OF PUPIL:		TEACHER:	
DOB:	DATE OF REFERRAL:	YEAR GROUP:	CLASS:

AREA OF More Able Gifted and Talented

MORE ABLE, GIFTED		TALENTED	
READING	WRITING	SPORT, DANCE, ART, MUSIC etc.	
MATHS	SCIENCE	DETAILS:	
SPEAKING & LISTENING	OTHER		

REASONS FOR THE REFERRAL

EVIDENCE INCLUDED: (ASSESSMENT DATA, OBSERVATION RECORDS ETC)

REFERRED BY:	EVIDENCE SEEN & CHECKED BY:
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REFERRAL ACCEPTED:	REFERRAL NOT ACCEPTED:
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DETAILS:

SIGNED BY HEADTEACHER:	DATE:
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