



More Able Policy

Introduction:

This policy is a statement of the entitlement of more able children at Chandlings Prep. It has been developed from reading and research, through staff consultation and by CPD.

The policy reflects the developing expertise of staff within the school. It also reflects the commitment of the school to support the more able child.

This policy is an integral part of the Curriculum Policy which states our commitment to **encourage every child to make the most of his/her intellectual potential by:**

- **creating rigorous learning experiences and promoting high standards of achievement and equal opportunities for all children of all abilities in our school**
- **creating lively and stimulating environments which enhance their powers of learning and reasoning**
- **delivering a broad curriculum in order to provide intellectual, moral, spiritual, emotional, cultural and physical education of the highest quality**
- **offering expert and rigorous teaching to all children regardless of their academic level and challenging and stretching the more able**

We endorse the NACE (National Association for Able Children in Education) core principles

“...to provide for children of high abilities whilst enabling all children to flourish.”

Aims:

This policy is intended to support the following aims:

To have high expectations of achievement for all children

To raise the aspirations of all children.

To provide opportunities for children to develop their skills, abilities, personal qualities and talents.

To deliver high quality teaching which ensures learning experiences are both challenging and enjoyable.

To stimulate children through curriculum enrichment and co-curricular activities.



To ensure that all children appropriate to their abilities receive an education appropriate to their abilities.

To develop higher order thinking and questioning skills.

To employ a wide variety of methods to identify and recognise potential.

To monitor the progress and well-being of all children.

To recognise under-achievement and seek to remove it.

To train staff and to provide for these aims to be achieved.

To ensure that all staff take responsibility and are accountable for the identification of and provision for more and exceptionally able learners.

To ensure staff have a shared understanding of definitions and all the terminology used.

Definitions:

1. More Able Children:

Learners who have the potential or capacity for high attainment.

Learners who demonstrate high levels of performance in an academic area.

Learners who demonstrate ability in all areas of the curriculum.

Learners who demonstrate ability in a specific sport / subject / curriculum area, including the arts and physical activities.

Learners who are more able relative to their peers in their own year group, class and school.

2. Exceptionally Able Children:

Learners who demonstrate or have the potential to demonstrate extremely high levels of ability compared to their peers across the entire population nationally.

Learners' abilities and needs exceed those of the more able.

Learners whose needs go beyond those of children already deemed to require opportunities for enrichment and extension in the normal curriculum.

Exceptional ability may comprise both quantitative and qualitative aspects but will certainly include high abstract reasoning ability and complexity of thinking.

If an individual displays high ability across multiple domains, this does not automatically make the individual exceptionally able.

3. Dual and Multiple

Exceptionality:

Learners who are more able 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.

4. Underachieving More Able:

More Able children whose prior attainment demonstrates high levels of ability, but whose current performance fails to demonstrate this.

Attainment and Achievement:

- 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. The emphasis 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 and Tracking:

- Identification is a whole-school matter, discussed and agreed by all relevant staff and regularly reviewed
- Ultimately, identification is focused on the opportunities provided for learners to reveal their abilities
- This process is ongoing on a constant loop of providing opportunity – monitoring responses to identify – providing opportunity.

More Able children are identified through a variety of methods:

- Subject specific criteria detailing characteristics of more able learners
- Quantitative data from children's assessments in academic subjects; such as standardised scores or CAT scores
- Qualitative data such as teacher observations and scrutiny of work



- Identification through opportunities for learners

classroom provision; providing to show what they can do

When identifying more able learners, teachers must be aware of identifying and supporting underrepresented groups and learners at risk of underachieving, including those with special educational needs and/or disabilities and those from more diverse backgrounds. Although an individual learner may be more able in one or several areas, he/she may not be more able in other areas and for this reason it is important to consider each subject or area of attainment separately.

Once a child has been identified as more able or exceptionally able their potential or capacity for high attainment, performance or ability will be regularly reviewed. The English groups and Maths sets in Upper Prep are fluid and children can therefore move between groups or sets as teachers regularly assess and review their progress. Children are therefore identified as those who are more able or exceptionally able relative to their peers in their own year group, opposed to their group or set.

All children's progress, including more able children's progress will be tracked through various methods:

- Teacher observations, assessments and scrutiny of work
- Assessment / test results, such as CAT scores, Standardised scores
- Regular tracking staff meetings

Organisation/Classroom Practice/Teaching and Learning Strategies

Our rigorous, broad school curriculum, high quality teaching and learning and high expectations will provide sufficient challenge and enjoyment for all children. However, challenge means different things for different groups, therefore, it is important to have a clear focus on provision and outcomes for more able learners, to ensure that their needs are identified and met effectively.



We achieve this ‘Challenge for the more able’ in a variety of different ways:

- Our school ethos and culture embraces challenge, high expectations and deeper learning
- The curriculum is organised in a variety of ways to meet the needs of more able learners through providing challenging and enriching learning opportunities. For example through grouping children. From Year 2 children are ability grouped for Sport and in the Upper Prep department, children are taught English in ability groups and Maths in ability sets at the appropriate stage.
- Support staff are utilised effectively to challenge and support more able learners
- Teaching with planned opportunities for depth, breadth and pace in learning; our planning effectively targets the needs of the more able, open ended questioning and prior knowledge is assessed to ensure assessment for learning processes support more able provision
- Learning which involves self-direction and independence; staff consider including a range of activities to involve research / study skills, problem solving, decision-making, analysis, creative thinking, speculation and evaluation. Where appropriate, children are provided with opportunities to make their own choices to pursue their own interests or lines of enquiry
- Assessment practices which reliably pinpoint learners’ achievement and progress and inform teaching and support strategies
- As a school we are striving to maximise the effective use of classroom, library and digital resources and approaches in order to best meet the needs of more able learners

Exceptionally Able Learners:

Exceptionally Able Learners’ needs will be met by:

- careful review that planning effectively targets their needs
- review data and tracking procedures to monitor progress and attainment
- this ongoing process of providing opportunity – monitoring responses to identify – providing opportunity



As a school we aim to continue potential and enable learners to

to improve our ability to identify excel by:

- developing an engaging and rich education
- imparting high-level knowledge and skills
- providing opportunities for learners to be challenged at the highest levels in and beyond the classroom
- encouraging creative and critical thinking

Appendix to More Able Policy:

NACE Core Principles and Sue Cowell's Five ways to ensure all learners are stretched and challenged.

Enrichment:

Chandlings Prep offers a broad range of curriculum enrichment and co-curricular activities to stimulate children's interests. These opportunities enable children to develop their skills, abilities, personal qualities and talents. The Head of Activities plans and monitors the provision of activities available to children throughout the whole school. All staff share responsibility for providing children with opportunities for clubs, activity days, visits outside the school site, visiting speakers, authors during book week, charity representatives, masterclasses, residential visits. Children have a wide range of opportunities to participate in performances, sporting activities and some local, national and international competitions. All staff share responsibility for steering children towards a certain type of enrichment opportunity if that is deemed beneficial to that child. Staff will have regular conversations with a child and their parents to suggest that they would benefit from participating in a particular club or activity. This aspect of the policy will be reviewed in the next steps of the future policy.

Partnerships with Parents:

Chandlings Prep values the relationship between school and parents and carers to meet the needs of more able learners. Staff regularly share information with parents regarding their child's progress and achievement during conversations, Parent Meetings and formal reports. Formal reports inform parents about their child's attainment using a grading system with five clearly defined grade descriptors, therefore parents will be aware if their child



is a high achiever. When children Programmes such as Sport, Art, informed.

become involved in Scholarship Music scholars, parents are

Personal, Social and Emotional Support:

- Chandlings Prep is aware that some more able learners may experience specific challenges regarding their personal, social and emotional development. For example they may experience the feeling of pressure to perform.
- All form teachers, Head of Upper Prep, Head of Lower Prep, Head of Pre-Prep and the Head of Pastoral Care have a pastoral responsibility for each child's personal, social and emotional wellbeing.
- Staff work in partnership with parents and carers to best support the needs of the whole child. If appropriate, through discussion with parents, staff can put parents in touch with external professionals who visit the school. Parents can make arrangements for their children to have access to external visiting professionals such as a school counsellor, play therapist and drawing and talking therapist. This aspect of the policy will be reviewed in the next steps of the future policy.

Professional Development:

Chandlings Prep places great value on professional development for all staff. Chandlings Prep believes all staff should have access to high quality teaching and learning and holistic support for more able learners. These aims are fulfilled through:

- Chandlings Prep is a member of NACE and each member of staff has access to become a member of NACE as well
- Wherever possible arrangements will be made for staff to attend training days and relevant courses
- When possible staff will receive guidance from external specialists, trainers and guest speakers
- Providing opportunities for staff to share good practice internally as well as with other schools

Policy Review and Development:

This policy will be shared with all members of staff.

This policy refers to sections of Chandlings Prep including EYFS



MORE ABLE

This policy will be reviewed
The next review is due in June

annually.
2025.