



# More Able Policy

## Statement of Policy Intent

At London Christian School, staff are committed to ensuring that all pupils are challenged and engaged in a way that enables them to make significant progress across the curriculum. This is primarily delivered through high quality teaching and a rich and varied curriculum. For more able pupils this will entail creating more opportunities for them to be stretched in their independent and creative thinking.

This policy guides the way in which provision for 'more able' students happens at LCS. Through the policy we aim to:

- ensure that we recognise and support the needs of more able pupils.
- ensure that we challenge and extend more/most able pupils through the work that we set them.
- encourage more able pupils to develop independent thinking and learning skills.
- ensure that we recognise and encourage children in any particular talent with which they may have been blessed.

At LCS 'More Able' is defined in the following way:

*'These children have ability or abilities beyond the large majority of children in school, and who consequently require more challenging learning. Within this broad category of approximately 20% of the school population, will be smaller groups of exceptionally able or talented children. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership.'*

Adapted from the Dorset LA definition

In addition to this we recognise that some children may have a particular talent or skill in any given area.

## Identification

A number of factors will be taken into consideration of who should be identified as 'more able':

- Teacher assessment / observation
- Standardised assessments
- Information from parents or previous places of education
- The use of a checklist (see below)

More 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
- be able to use a high level of mastery in order to work with the curriculum objectives taught

It is worth stating that children may be simultaneously 'More Able' and have struggles with a Special Education Need (SEN).

### **More Able register**

Once identified, the More Able Coordinator will add children to the More Able register. This will be updated annually. Although a register provides a useful document in keeping more able pupils in mind for planning purposes this is not an exclusive list and for any given provision or extension any pupils that for which is deemed appropriate may participate.

### **Provision for More Able Pupils**

Our more able pupils are supported via classroom differentiation and whole-school provision. (See provision map)

### **Classroom Differentiation**

Alongside high quality teaching which will differentiate through task, outcome, support, interest or resource teachers will provide opportunities for more able children primarily in the following two ways:

- **Extension** work which provides opportunity for children to **deepen** their knowledge, understanding and skills.
- **Enrichment** work which provides opportunity for children to **broaden** their knowledge, understanding and skills.
- Small group teaching - groups may be withdrawn for particularly **challenging** activities with the TA or another teacher. Plans for this will be recorded on a GEP. For example Maths Booster.
- Through the process of peer observation teachers observe, reflect and work collaboratively to identify and meet the needs of the more able individuals in their class.

The school has implemented 'project afternoon' this provides all students with the opportunity to develop their creative, independent, problem solving skills and teachers are encouraged to capitalise on this as a key opportunity to stretch more able children.

### **Whole-School Provision**

This takes place using a variety of methods including setting, specialist teaching and extra-curricular activities. For example:

- lunch-time and after school clubs offer various activities for children to broaden abilities
- sports matches against other ISA schools
- the music showcase provides an opportunity to celebrate musical talent
- children supported in entering a variety of ISA competitions.
- NACE exploration questions allocated to each class to drive curriculum progression and open ended investigations
- facilitating entrance to national competitions in subject-related areas such as music or maths e.g. The Primary Mathematics Challenge
- facilitating the use of external accredited examination boards (e.g. London Academy of Music and Dramatic Arts, Royal Academy of Dance)

### **Role of the More Able Coordinator**

- Facilitating staff INSET on More Able provision and Lesson Study
- Keeping the More Able register up-to-date
- Looking out for resources for differentiation
- Finding suitable competitions and coordinating preparation for these.
- Mapping More Able Provision

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