



# The Children's House

## More Able Children Policy

This policy should be reviewed biennially and as required by legislation or change in practice.		
Action	Reviewer	Date
Review	LP	Jan 2024
Approved by Chair of COM	DD	Jan 2024
Date for next internal review		Jan 2026

## MORE ABLE CHILDREN POLICY

### Introduction:

At The Children's House School, we believe that all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes into account individuality. We are committed to providing an environment which encourages all pupils to maximise their potential and personal achievement, and this includes pupils who are More Able and/or display some form of exceptional talent or ability.

### Definitions

A 'Gifted' or 'Academically More Able' refers to a child who is working significantly above their peers, typically in more academic subjects, and can apply and synthesise this knowledge across different situations.

There may be children who are not yet achieving at a higher level than their peers, but that we categorise as having More Able Potential.

'Talented' refers to a child who excels in one or more specific extra-curricular skills, such as sport, music, or the arts.

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences.

### The Main Areas of Ability

1. **Academic** English, Maths, Science, Humanities
2. **Artistic and Creative** Art, Design, Music, Drama



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| <b>3. Practical</b> | Design technology, construction, mechanical ingenuity, IT  |
| <b>4. Physical</b>  | Sport, PE, dance   |
| <b>5. Social</b>    | Personal and interpersonal, leadership qualities   |
| <b>6. Potential</b> | A pupil who could be recognised as more able but who is presently not reaching his or her full potential |

## Aims of this Policy

This policy is intended to support the following aims:

- Raising aspiration for all children.
- To ensure that all talents and abilities are identified and that able pupils are set ambitious targets.
- To ensure that all more able pupils throughout the school, make good progress.
- To provide challenging teaching that stretches and inspires more able pupils in both breadth and depth.
- To monitor and assess the progress of more able pupils and the outcomes of focused interventions.

## Identification Process:

The identification of pupils as 'More Able' will be made collaboratively by the teaching staff, More Able Coordinator and Senior Leadership Team, taking account of the school context and peer group.

A range of factors will be taken into account, including:

- Nomination by staff & parents
- Teacher observation and assessment
- Book scrutiny
- Data and pupil tracking processes
- Transition information
- Checklists of characteristics (general and subject-specific)
- Identification through classroom and extracurricular provision
- Consideration of ability beyond core subjects/academic domains

Teachers monitor and assess pupils on an ongoing basis.

The school operates a More Able Pupil register which is updated on a termly basis.

## We are aware that that More Able children may:

- Achieve highly in one area, but be unexceptional in others
- Exhibit poor social skills
- Show poor motivation
- Disguise their ability



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- Have poor co-ordination or motor skills (e.g. handwriting)
- Have English as an additional language
- Have been identified as SEN

## Provision and Planning

Classroom provision is monitored through schemes of work and planning, learning walks, work scrutiny, moderation.

Opportunities for extension and enrichment are built into the curriculum and every lesson will include opportunities for differentiation, with stretch and challenge for More Able pupils.

Across the curriculum, this is achieved in the following ways:

- Differentiated Success Criteria
- Personal targets for all pupils in English, Maths, PSED and, and in specific areas of ability for More Able pupils
- Use of enquiry based/problem solving activities
- Unscaffolded activities
- The encouragement of higher order thinking skills including critical thinking, metacognition, comprehension, application, evaluation, synthesis, inference & deduction.
- Investigative tasks
- Opportunities and resources for pupils to access knowledge at a higher level
- Plenty of opportunity to develop oracy skills, immersing children in rich language
- Extracurricular enrichment through themed weeks, after-school clubs, topic and cultural visits, visitors to the school such as theatre companies, artists, musicians, parents
- Opportunities to perform
- Ability grouping in some areas of the core subjects including guided reading, mental maths and spelling.
- Extracurricular enrichment groups
- Differentiated homework

## Role of Co-ordinator

It is the responsibility of the The More Able coordinator to:

- Monitor and record the provision for More Able pupils on the More Able Register, and, in collaboration with the Headteacher, set targets for the School Development Plan. This will include monitoring of the standard of the children's work as well as the quality of teaching.
- Support colleagues in the teaching of More Able children, sharing good practice



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- Liaise with subject co-ordinators to identify strategies and resources to achieve the aims of the policy.
- Identify staff needs in order to lead/organise relevant CPD.
- Remain informed about current developments in the subject in order to provide a strategic lead and direction for the provision in the school.
- Audit and update resources
- On occasion, consult with parents with regard to the More Able provision.

## Useful Links

[NACE](#) - National Association for Able Children in Education

[Games \(mensaforkids.org\)](https://mensaforkids.org) - selection of games

[Junior Mathematical Challenge | UK Mathematics Trust \(ukmt.org.uk\)](https://ukmt.org.uk)

This Policy was reviewed, amended and agreed by the Council of Management in January 2024. It will be reviewed again in two year's time.

Danielle Dufey

Agreed by \_\_\_\_\_ Chair of the Council of Management