



# St. Thomas' CE Primary School

## More Able Policy

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## **Rationale**

At St. Thomas', we believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of more able pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition, we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person.

## **Definition**

At St. Thomas' we use the term 'more able' to refer to pupils who demonstrate or have the potential to work at a level above their peers. This may be in one or more areas.

More able' pupils are, generally, those who have ability in academic subjects, e.g. English, maths, science, etc.

It may also refer to pupils who will have ability in areas of music, art and design, dance or sport.

## **Aims**

- To use a broad range of data to identify our more able pupils
- To recognise those pupils who may have the potential but currently underachieve
- To ensure that all staff receive appropriate support and training in identifying and providing for more able pupils
- To provide support and challenge in the classroom, with an ethos of high expectations
- To ensure that, where necessary, individuals receive academic or pastoral support to overcome identified barriers to learning
- To work with parents to help pupils achieve their potential and to be ambitious
- To provide a range of additional opportunities to develop the experiences of our more able pupils
- To incorporate a personalised approach to learning for all pupils

## **Identification**

More able pupils are identified by making a judgement based on an analysis of various sources of information, including:

- Test scores (end of key stage SATs levels, Foundation Stage Profile)
- Teacher assessment or observations (those identified as 'greater depth' through teacher assessment)
- Parental information

It is worth remembering that more able pupils can be:

- Good all rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but have poor writing skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

- Have Special Educational Needs e.g. autism or physical disabilities (Deborah Eyre, 1973)

### **Provision for the More Able**

St. Thomas' strives to provide extension and enrichment activities across the curriculum and through extra curricular activities.

We will:

- Maintain an ethos where it is valued to be bright
- Encourage all pupils to be independent learners
- Recognise achievement
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- Provide a wide range of extra-curricular activities and clubs
- Always provide work at an appropriate level for each individual, striving for high expectations

### **Teaching Strategies and Classroom Organisation**

A personalised approach to learning means high quality teaching that is responsive to the different ways pupils learn. Teaching styles for more able pupils should be more open-ended and flexible. There is a need to allow more able pupils opportunities to 'take risks' in their learning. All pupils ought to be encouraged and given opportunities to think creatively and divergently.

### **Staff Development**

At St. Thomas' we aim to raise awareness of the more able child through staff insets and releasing teachers to attend appropriate training.

### **Leadership and Management**

The coordinator for the more able pupils will:

- Maintain the register in consultation with other staff
- Monitor the progress of pupils identified as being more able by analysing test data and utilising observations from class teachers