



MORE ABLE POLICY

1. Aims

At The Laurels School we recognise the pupils may possess exceptional talents or skills in more than one range of ways. Possessing these skills is organic and can be identified at any time during secondary education and we ensure that all pupils can develop, enjoy, and celebrate their talents. Exceptional talents and skills can include:

- Exceptional academic ability
- Specific aptitude in a subject
- Leadership qualities
- Ability in creative, performing arts and/or sporting ability

All lessons at The Laurels School stretch and challenge our pupils and we have a clear understanding of all pupils' needs. Our aim for our More Able (MA) pupils is to set high expectations which inspire, motivate and challenge these individuals to strive for even greater success. Alongside the pupil's curriculum, we aim to give our MA pupils:

- A differentiated curriculum
- Opportunities to develop their knowledge and understanding in areas away from the curriculum
- Increase independence and confidence in their learning

1.1. Identification of MA pupils

We split our More Able pupils into three sub categories:

- More Able
- Exceptionally Able
- Higher Attaining

More Able:

- Learners who have the **potential or capacity** for high attainment;
- Learners who **demonstrate high levels of performance** in an academic area;
- Learners who are more able **relative to their peers** in their own year group, class and school/college;
- Ability in all areas of the curriculum **or** in a specific subject/curriculum area, including the arts and physical activities.

This subdivides into the following:

1. Talented:

This group included those who were “vocationally gifted”, “those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

2. Underachieving more able learners (links to SEND and Pupil Progress):

- Learners whose prior attainment demonstrates high levels of ability, but whose current performance fails to demonstrate this. Underachievement may be the result of barriers to pupils’ learning, including socio-economic factors, SEMH needs, language and communication issues, etc.
- Learners whose contributions, responses and learning behaviours suggest that they are more able, although this is not reflected in their written work or assessments. This may include those learners with “dual” or “multiple exceptionality”.

3. Dual and multiple exceptionality

These terms describe learners who are more 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.

Exceptionally Able:

The abilities and needs of the exceptionally able **exceed** those of the more able.

- We distinguish this by ;(1)use of the qualifying adjective “extremely”; (2) By the comparison with peers in schools nationally as opposed to those within our school.
- The needs of these pupils go beyond those of pupils 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.

Higher Attaining:

-Pupils are initially identified by using the Cognitive Attainment Test Scores (CAT) which is completed by every pupil upon entry to the school.

-A pupil with a mean CAT SAS score of 125 is considered as More Able. This initial list is prepared in September and updated in Year 10 and Lower Sixth, indicating the start of a new Key Stage by retaking the CAT.

-The list is distributed to staff for modification and the addition of “talented” pupils in the creative arts, sports and those who exhibit leadership qualities and pupils who have gained a scholarship in the creative arts. Following half termly drops, review of all current and potential MA pupils will take place.

1.2. Provision

We have an MA co-ordinator who works with each department or lead teacher to ensure that there is provision in place to stretch, challenge and enrich the MA pupils. This ensures that the style of the provision is appropriate to the subject and not seen as separate from their normal lessons and is done by:

Enriching the curriculum – this ensures additional content and skills are accessed and developed beyond the National Curriculum and/or GCSE/A Level Specification

By setting appropriately levelled work – an investigative or enquiry approach encourages pupils to find and solve problems thus improving their evaluative and synthesis thinking skills.

By employing flexible learning strategies – subjects/departments make full use of digital learning platforms to enhance and allow opportunities for independent learning. This can include project work allowing pupils to present their work in different formats, for example talks, plays, videos; additional tasks set to be completed away from the classroom

By widening the learning environment – examples include:

- Extended Project Qualification (EPQ)
- Enriching lectures led by invited guests and staff
- Educational off-site trips and visits
- Internal competitions - House events, etc
- External competitions - ISA, etc

The co-ordinator works closely with the AH Pupil Progress, the AH Teaching And Learning and the SENCO. The review of the MA register and the addition of pupils to the register happens in September of the Autumn Term to ensure feedback from teachers before parents and pupils are informed.

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