	Name of School	Suttons Primary School
	Policy review Date	1st September 2024
	Date of next Review	1st September 2027
	Who reviewed this policy?	Jack Barlow
	Date approved by Governing body	4th December 2024
	Inclusion Governor	Fay Morris
	Headteacher	David Unwin-Bailey
	Chair of Governors	Vanessa Lines

More Able Policy

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Intent

At Suttons Primary School we aim to provide an inclusive learning environment that offers opportunity for all through a broad and balanced curriculum. We encourage our pupils to take ownership of their own unique learning journey, becoming independent thinkers and learners. Our curriculum is aimed at surpassing the classroom, reaching out into the wider community and is underpinned by our core values:



"We will be your favourite story."

We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices. All children, irrespective of ethnicity, culture or religion, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development. Through a child centred approach, we aim to ensure that education is accessible and relevant to all learners, to respect each other and to celebrate diversity and difference.

<u>All pupils are provided with effective learning opportunities based on the principles of:</u>

- setting appropriate learning targets and challenges;
- overcoming potential barriers to the learning and assessment of pupils;
- responding to pupils' diverse and individual learning needs.

As a school, we believe that all children are able, developing at different times and in their own unique ways. This policy is written to acknowledge how we identify those children who significantly excel in particular areas of curriculum or social and emotional understanding during their time with us at Suttons Primary School.

Implementation and Impact

Definition

More Able

Here at Suttons, we refer to those children, who would previously have been recognised as 'Gifted and Talented', as 'More Able'. We consider More Able to be an umbrella term that encompasses both our Academically Able and Gifted pupils.

Academically Able

This terminology refers to pupils who are working above age related expectation at Greater Depth in the school and who require more challenge and learning opportunities in a subject area.

Gifted

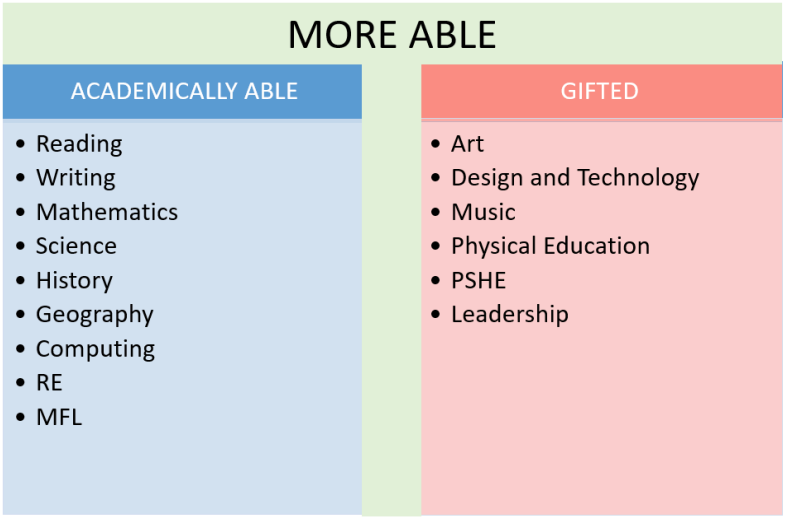
Gifted is defined as 'having exceptional talent or natural ability'. We consider a 'Gifted' pupil to be a pupil who is working above age related expectation at Greater Depth in the school or has taken this area to another level away from school judgement. E.g. Playing a sport at County level.

Identification

Our More Able children are pupils who are identified to be:

- Working above the age related expectation at *Greater Depth* in a subject area.
- Be an advocate or ambassador for that area where actions/approach demonstrates deeper understanding.
- Have significantly achieved externally outside of school.

The following areas have been identified for our children to be More Ables in:



More Able children are identified using a range of strategies.
These can include:

- Teacher observations
- Formative/summative assessment outcomes (working above age related expectation at *Greater Depth)*
- Peer nomination and why?
- A distinguished achievement externally from school. E.g. Had artwork displayed in an external exhibition.

The school will maintain a register that will be reviewed each academic year. Names can be added to the register at any point throughout the school year.

Provision

The majority of provision for More Able pupils will be organised and provided by the class teacher as part of their normal differentiation of work to respond to their pupils' diverse needs. We differentiate for all learners regardless of where they are in their own unique learning journey. We provide challenge and enrichment at all levels, encouraging all learners to remain engaged and excited when moving their learning on.

This will involve:

- the identification of the particular needs of able children in all our planning;
- the provision of appropriate resources;
- the encouragement of children to be independent in their learning and taking ownership of their own learning. This will include the provision of opportunities for them to organise their own work, access the resources they need, work unaided, make their own choices about work, evaluate what they are doing and be appropriately self critical;
- celebration of achievement;
- regular reviews with class teachers to identify reasons for underachievement of academically able and gifted pupils and implement strategies to address their needs.

Further enrichment opportunities are offered via:

- School clubs
- Specialist teaching
- Performances both internally and externally.
- School trips
- Partnerships with external schools/agencies
- Competitions

Review and monitoring

The Inclusion Lead will liaise with the Headteacher and subject leads to ensure that effective INSET/training opportunities and advice are provided to all staff members around challenge and enrichment of all pupils.

The Inclusion Lead will review the More Able register throughout the academic year with class teachers to monitor the attainment and progress of More Able children and update the register if necessary.

Open communication and consultation between class teachers, subject leaders and any relevant agencies will ensure More Able pupils have access to all available opportunities to develop in their area.

The Headteacher, who has ultimate responsibility for teaching and learning, will ensure that all children have the opportunity to reach their full potential via a broad and balanced curriculum.