



Saint Michael Catholic Primary School & Nursery

More Able Learners Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

Date policy accepted by the Governing Body: July 2018

Updated: July 2026

Date for review: July 2027

At St Michael's School we strive to deliver our mission of Excellence, Enrichment and Enjoyment for every pupil in our school community. We are committed to equip children, through a bespoke, innovative and broad curriculum, outstanding teaching and engaging, challenging lessons. We aim to ensure our children flourish, that they are nurtured to be confident in their own abilities, to have the life skills and to reach their full, God - given potential.

This 'More Able Learners Policy' reflects our duties to eliminate discrimination, advance equality of opportunity and foster good relations.

The DFE definition of "More Able students" are pupils who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in their school. At St. Michael's we will be identifying our most able pupils within each year group, with the help of their parent and carers, in order to provide a curriculum that is appropriate to the needs and abilities of all our children.

According to our school ethos, we support the development of the whole child. We believe that some children have special abilities and talents and that the nurturing of these is our responsibility.

Definitions:

The following areas have been identified as being the main areas of ability. We also seek to identify pupils who are not fulfilling their potential. Pupils may also be recognised as 'Good all Rounders'.

- A. Intellectual – English, Mathematics, History, Geography
- B. Artistic and creative – Art and Design, Music, Drama
- C. Practical – Design and technology, Science, Computing, Mechanical Ingenuity
- D. Physical – Sport, P.E., Dance
- E. Social – Personal and Interpersonal, Leadership Qualities
- F. Spiritual – Faith based

Identification:

Identification strategies for more able pupils are part of day-to-day classroom provision ensuring suitable, challenging and effective provision for all pupils to access the whole curriculum. The pupils, parents/carers and staff complete a survey to capture a real picture of the skills, passions and talents of every pupil. The results of the surveys as analysed by class teachers and triangulated allowing us to pin point more able pupils clearly.

There are many other ways in which teachers can identify children's special abilities, passion and talents too such as considering the ways in which the children communicate, any insightful thinking as well as a pupils' creativity, their ability to focus and perseverance in particular areas of the curriculum. Teachers can consider the following:

- Teacher observation and assessment
 - Test and assessment results (e.g. Foundation Profile, end of year Tests and termly assessments)
- Discussion with pupils/ self and peer group identification
- Discussion with other staff
- Information received from previous class / school
- Information from parents and carers

At St Michael we are fully aware that more able pupils may:

- Be high achievers in one area but unexceptional (or below average) in others
- Exhibit poor social skills
- Show poor motivation
- Disguise their ability

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

Provision and Planning:

We offer an enriched, broad and balanced curriculum and high-quality teaching for all pupils. This is achieved in the following ways:

- Regular use of enquiry based / problem solving activities that are as open ended as possible to allow for maximum differentiation by outcome and a variety of extension and enrichment activities.
- The use of The National Curriculum, including investigations which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate.
- Extra provision outside the classroom where possible, such as a variety of clubs and activities. Also, opportunities are provided for the children to take part in inter- school competitions and musical events.
- Classroom provision is monitored through planning, schemes of work, samples of work, SLT weekly meetings and observations and learning walks where appropriate.
- Effective questioning in line with Blooms taxonomy and reasoning and problem-solving opportunities are provided in lessons
- Extension activities are always available in core subject lessons and chilli challenges.
- Our Topic-based curriculum for foundation subjects supports enquiry based learning and cross curricular links.

Assessment:

Teacher assessment and tests are two of the main ways in which we assess children's ability. The school operates a more able pupil register. The More Able Champion, updates and reviews this information annually adding new pupils who may join the school mid-year where necessary.

- More able pupils are identified on planning and progress monitored on Insight to ensure continued challenge.

The Role of More Able Champion:

The responsibilities of the coordinator include:

- Creating and maintaining the register of more able pupils
- Updating resources
- Undertaking training and professional development
- Familiarisation with current initiatives and research so as to keep staff informed
- Sharing good ideas and practise with staff, senior management and governors
- Identifying staff Inset needs, including those arising from Performance Management
- Monitoring the effectiveness of the school policy for more able children and overseeing this element of the school's development plan.

Monitoring of this Policy:

This policy is monitored, reviewed and updated regularly and its effectiveness evaluated by SLT. Monitoring is based upon the outcomes of our more able learners.