



Glen Hills Primary School

More and Very Able Policy

Intent

- Our school is committed to giving all pupils the opportunity to fulfil their potential both academically and socially, and recognises the responsibility of the school in enabling all pupils to do their best
- We will provide all pupils with an inclusive broad and balanced curriculum which enables them to enjoy their learning, progress from their starting points and achieve at the highest level of which they are capable.
- We will identify and recognise the needs of more and very able (MVA) pupils and provide appropriate support and challenge to enable them to continue to progress and achieve at the highest level possible.
- We will use our Routes to Resilience programme to further support pupils in developing the skills they need to achieve and progress. We encourage all pupils to take a pride in and celebrate both their own successes and those of others.
- When operating the policy we will take into account the circumstances and needs of all individuals in the school.

DEFINITION

- **We describe as more able those pupils who have a strong strength or talent in at least one area.**

Given this wide definition, the size of the target population, is likely to be around the top 10% of the pupil population in the local authority. This includes pupils with a strength in one area, many areas or all areas. The description for this group is 'more able pupils'.

- **The very able are those who appear outstanding in at least one area.**

In addition, a further focus is the top 2%. These are pupils who are very able in one area, many areas or across the board. It is likely that schools will need to make extra or different provision for some of these pupils at some time.

The description of this group is 'very able pupils'.

The definition recognises breadth and quality. It goes way beyond the narrow implications of IQ. It acknowledges all abilities and talents and, translated into practice, would include not only National Curriculum subjects but also activities such as ballet, chess and archaeology and personal qualities such as leadership.

In accordance with the 1996 Act and Code of Practice does not consider that high ability, per se, constitutes a Special Educational Need. However more and very able pupils may have Special Educational needs, for example, specific learning difficulties or social and emotional needs which do fall within this definition (refer to SEN policy).

Implementation

In order to meet the needs of more and very able pupils, the school will:

- Use, systematically, a range of identification and assessment procedures to identify and monitor the progress of very able pupils;
- Devise strategies for provision which include both organisational and curricular strategies as part of a differentiated, extended and enriched experience;
- Aim to raise the levels of achievement of all gifted and talented pupils and thus, all pupils;
- Recognise and address underachievement;
- Acknowledge and promote parental involvement in the learning of their talented children;
- Provide work and experiences at a level to challenge all pupils.
- Provide opportunities to develop specific skills and talents where appropriate.
- Develop the whole child in respect of their social, spiritual, emotional, physical and intellectual development.

The school will achieve this by:

- Have a school ethos that promotes achievement.
- Providing a stimulating learning environment.
- Paying close attention to, and meeting, the needs of the individual pupil.
- Maintaining careful monitoring of individual progress, intervening to address any issues with progress as appropriate.
- Maintaining high expectations of what pupils can achieve.
- Carefully considering and monitoring the appropriate choice of learning activity and experience to ensure challenge.
- Encouraging pupils to think for themselves, to ask questions, to take some responsibility for their own learning and to contribute ideas.
- Developing and maintaining positive communications with parents/carers.

Within each classroom, the school will provide:

- A challenging and supportive environment learning environment.
- Opportunities to work at greater depth in all lessons
- Questioning which promote higher order thinking skills.
- A wide range of opportunities.
- Assessment of suitable starting points for the individual child.
- Opportunities to be creative and use the imagination.
- Tasks which allow a variety of responses.
- Pace and rigor.
- Use Routes to Resilience to promote and support the development of key skills needed for success.

- Detailed medium term planning which includes more and very able provision in all subject areas.

In addition where appropriate, the school will provide: -

- Mentoring /pastoral care by class teacher in collaboration with the SENDCo.
- Opportunities for independent study.
- Various forms of differentiation, pace, outcomes, support, dialogue, tasks and resources as appropriate.

The school will provide further enrichment for MVA pupils through:

- School Clubs
- Subject specialists.
- Musical, artistic and sporting opportunities.
- Family/development group activities.
- Enrichment days.
- Residential visits.
- Trips for MVA pupils to inspire and encourage aspiration.

The school will identify and monitor the progress of MVA pupils through the careful use of:

- SATs results
- Teacher assessment/observations in lessons.
- Baseline assessments
- NTS assessments
- Termly Otrack data analysis
- Information from external agencies

To enable staff to provide appropriate provision, the school will:

- Provide appropriate INSET courses for staff.
- Advice, training and monitoring from the More and Very Able coordinator.
- Sharing of ideas, approaches and data within the Symphony Learning Trust.

The school will keep parents informed of their child's progress through:

- Close links between home and school.
- School reports twice a year and parent's evenings
- Extra Informal meetings as appropriate.

Roles and responsibilities

Headteacher, Senior Management Team and More and Very Able Coordinator

The Headteacher, Senior Management Team and More and Very Able Coordinator are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school

- Ensuring that all school staff are aware of their role in raising the attainment of MVA pupils
- Monitoring the attainment and progress of MVA pupils to assess the impact of the school's provision.
- Providing relevant training for staff, as necessary, on MVA pupils and meeting the needs of these pupils in the most effective way.

Governors

The governing board is responsible for:

- Holding the Headteacher to account for the implementation of this policy.
- Designating a governor with responsibility for MVA pupils to monitor and support the provision within school.
- Setting the school's ethos and values around supporting and challenging MVA pupils within the school community.

Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations and appropriate challenge for all pupils, including the more and very able.
- Sharing insights into effective practice with other school staff

Monitoring arrangements

This policy will be reviewed as appropriate. At every review, the policy will be shared with the governing board.

Links with other policies

This policy is linked to:

All curriculum policies.



Policy	<i>More and very able</i>
Reviewing Committee	<i>Full Governors</i>
Last Reviewed	<i>8th December 2021</i>