More Able Policy

Hampton Gardens

Policy last reviewed:	September 2026
Next review due:	September 2029
Member of staff responsible:	Emma Larsen
Ratified by:	Hampton Gardens Local Governing Body

AIMS AND PRINCIPLES

This school provides an environment in which all young people are encouraged and supported to achieve their maximum potential. We recognise that pupils have different abilities, talents and learning needs, and we plan and organise the formal and informal curriculum to meet these and to raise standards for everyone. This policy focuses on the particular needs of our More Able pupils. The policy includes:

1. Definition and Curriculum
2. Identification
3. Strategies
4. Monitoring

1. DEFINITION AND CURRICULUM

Definition: The term 'More Able' encompasses students who attained the highest results in their KS2 SATs tests as well as being used to describe pupils who show they have the potential to achieve the highest results at GCSE, despite lower prior attainment. These students require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. By improving the quality of learning and opportunities for more able pupils, we develop pedagogy and practice which will, through dissemination and sharing of good practice, raise standards of achievement for all pupils.

A whole school approach: We have a supportive ethos which promotes high self-esteem and aims to meet the needs of all pupils regardless of emotional, social, linguistic, cultural, physical or intellectual differences. Meeting the needs of any group of young people benefits all our pupils, through promotion of a positive ethos.

The formal curriculum: Teachers in this school have developed Schemes of Work in each area of the curriculum. Lesson planning takes place to ensure every pupil is challenged through differentiated activities and learning outcomes. Work in ability-linked groups is used when appropriate. Lessons intrinsically use stretch and challenge for all pupils and extension and enrichment work is provided to extend thinking. More Able pupils are carefully monitored and assessed to ensure progress is being made by all. Our pupils are encouraged to explore different learning styles and intelligences, to develop skills-based learning and to develop independent learning skills.

The informal curriculum: This school promotes and encourages a range of opportunities and activities which support and extend learning and the development of talents and abilities. These include developing personal skills and social responsibility through School Council, The Brilliant Club and peer mentoring schemes. Out of school hours, activities such as book club, creative writing club, drama club and STEM club take place on a regular basis. Pupils with an interest or talent in music have a wide range of groups to join and a range of sporting activities are encouraged to develop these talents and encourage pupils to represent the school at local and national events.

2. IDENTIFYING MORE ABLE PUPILS

A wide range of qualities, characteristics and processes contribute to high potential and achievement. Identification necessarily involves a range of strategies and a dynamic process which is continuous and flexible.

At Hampton Gardens School identification strategies include:

- Teacher assessment: teachers use information from a range of sources including observation, formal and informal testing/assessment, feedback from other teachers, dialogue with pupils and parents.
- Self and peer identification: pupils are encouraged to identify their interests, capacities and learning needs and to celebrate their strengths and abilities. The celebration of achievement forms a regular part of our school life. We endeavour to involve pupils in the process of self-evaluation and provide opportunities for them to express their views about their achievements and experiences and how well these meet their learning needs.
- Key Stage 2 data (from 2016): students achieving a standardised score of 110 or above in Maths and/or English are considered to be More Able due to their High Prior Attainment.

High ability may be masked by disaffected behaviour or by limited experiences. Some more able young people may choose to underachieve and this poses problems in identifying what they are capable of achieving. Abilities may be hidden by poor performance in basic skills for example where an ability to think creatively is not matched by an ability to express those thoughts through language or writing.

3. STRATEGIES TO ENHANCE OPPORTUNITIES FOR ALL PUPILS WHICH BENEFIT MORE ABLE PUPILS

These will vary depending on individual, class and curricular needs, but may include the following:

- Classroom organisation and grouping/target grouping
- Setting where/if appropriate
- Opportunities to focus on particular activities to develop knowledge and skills
- Independent and resource-based learning opportunities
- Extension and enrichment learning activities
- Appropriate resourcing including reference materials and ICT
- Encouraging thinking skills, higher order learning skills, skills-based learning, creativity, different learning styles, multiple and emotional intelligence
- Working with/activities with older pupils where appropriate or feasible
- Supporting peers/younger pupils in particular areas of work/activity
- Opportunities beyond the classroom, out of school hours learning opportunities
- Partnership working with other schools, colleges and businesses, engaging in co-operative activities with other organisations, providing social networking opportunities for pupils
- Mentoring and pastoral support
- Monitoring, assessment and providing feedback; regular reviews to ensure appropriate support is provided

4. MONITORING AND REVIEW

This school recognises that provision needs to be dynamic and flexible to meet changing needs. This policy will be reviewed and up-dated annually in the light of feedback from teachers, pupils and parents.

APPROVED BY GOVERNORS:

……	……	October 2026
SIGNATURE	NAME	DATE