



All through School “More Able Learner” Policy

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1. Introduction

At Parkfield School, we believe that every child has the right to receive assistance in achieving his or her full potential - this includes students who are particularly able. Encouraging the More Able Learners (MAL) is the responsibility of all staff, with guidance from the Curriculum Subject Leaders and the Senior Leadership Team. The School's philosophy with regards to MAL is shared across both the Primary and Secondary phases of school.

Definition: More Able Learners are those young people who are achieving, or have the potential to achieve, at a level significantly beyond that of their peer group within a specific area of the curriculum. Many experts believe that between 3 to 5 percent of the population (from a group with ranging abilities) can be truly identified as gifted.

This policy aims to ensure that all MAL at Parkfield School are challenged and supported to reach their full potential.

2. Our Aims and Objective

- To identify our MAL within the specific areas of our curriculum.
- To ensure that all MAL throughout the school (including disadvantaged MAL) make good progress.
- To ensure that all MAL (including disadvantaged MAL) achieve ambitious destination outcomes.
- To provide a powerful curriculum that extends and enriches the learning experience of MAL.
- To offer MAL opportunities to explore more demanding work in and out of the classroom e.g. higher knowledge, abstract concepts, communication skills, mathematical skills and thinking skills including problem solving.
- To provide challenging teaching that stretches and inspires MAL.
- To accurately assess and track the progress of MAL, so that focused interventions can be used where necessary to support and enhance progress.
- To make connections (locally and nationally) with other schools, in support of our MAL.
- To identify opportunities (locally and national) where our MAL can engage in workshops, competitions and other such enrichment opportunities.
- To encourage independence and creativity in MAL, in developing their own broad range of learning styles.
- To develop a consistent approach from all members of staff towards provision for MAL.
- To ensure MAL students pastoral needs are supported.

3. How do we identify MAL?

When identifying MAL it is recognised that the student may be a good all-rounder; high achiever in only one area; of high ability but with low motivation; of good verbal ability but poor writing skills; very able with short attention span; very able with poor social skills and / or keen to disguise their abilities. With these points in mind, nomination may be made via the following ways:

- Nomination by self, staff, parents and peers
- Teacher observation and assessment.
- Data and student tracking processes.
- Transition information (from Nursery into EYFS, Yr 6 into Yr 7, or an in-year transfer), this should include context, including social and economic factors.
- Checklists of characteristics (general and subject-specific)

Early signs / indicators of giftedness include:

- Unusual alertness in infancy.
- Less need for sleep in infancy.
- Long attention span.
- High activity level.
- Smiling or recognizing caretakers early.
- Intense reactions to noise, pain, frustration.
- Advanced progression through the developmental milestones.
- Extraordinary memory.

4. Roles and Responsibilities

Senior Leadership Team will:

- Support Curriculum Subject Leaders in implementing the policy.
- Review and evaluate the provision for MAL during QA through evaluation of subject schemes of work and planning, lesson observations and scrutiny of work.
- Support the professional development of staff by sharing relevant knowledge and disseminating information.
- Support appropriate applications for further training in this field.
- Support the work of the Curriculum Subject Leaders in regard to the MAL.

Curriculum Subject Leaders will:

- Work with staff to create a MAL register.
- Inform parents/carers of a student's identification as MAL in their subject.
- Monitor and track the progress of the MAL cohort across year groups (at both Primary and Secondary phases of school).
- Work with staff / departments and pastoral staff, to put in place appropriate interventions for MAL and evaluate the impact of these, especially ensuring that any gaps in performance between different key groups of MAL are addressed.
- Monitor and track the appropriateness of the curriculum (and destination choices at GCSE) of MAL.
- To initiate and coordinate enrichment activities and extension opportunities within and beyond school, that allow MAL to develop and pursue their interests.
- To liaise with outside agencies, feeder / transition schools.
- Work with the relevant staff to ensure appropriate and ambitious information and guidance is provided for MAL and their parents.
- Work with the relevant staff to ensure that the teaching of MAL is appropriately challenging and that staff are given appropriate CPD opportunities to develop their teaching of MAL.
- Keep staff informed of research, good practice and resources on the effective teaching of MAL.

Teaching Staff will:

- Promote our school ethos, in which success is celebrated.
- Be aware of the different abilities of students in their class and support / challenge MAL appropriately.
- Liaise with Curriculum Subject Leaders to set individual targets for MAL.
- Keep records of attainment and progress to inform future provision.

5. Curriculum

All MAL will have access to a broad and balanced curriculum that prepares them effectively for the future. All MAL will be stretched through challenging teaching in the following ways:

- Grouping of students within the classroom.
- Teaching that unpicks the deep structure of problems.
- Tasks that build fluency, speed, accuracy and automaticity.
- Tasks that build abstract thinking and the ability to connect beyond immediate context.
- Tasks that encourage extension and synopsis.
- Opportunities and resources for student to access knowledge at a higher level.
- Study of methodology.
- Un-scaffolded tasks.
- Questioning to stretch understanding
- Higher order thinking skills

Provision beyond the classroom:

Outside the classroom environment, we aim to provide (or links to):

- A wide range of extra-curricular activities including after-school clubs, invitational sports clubs, instrumental lessons, choirs, orchestra, extra drama and dance (where appropriate).
- Preparation for external assessment and exhibitions
- Internal (or access to external) awards in music and art.
- Opportunities for entering competitions and funding support where required.

- Guidance and support for MAL in accessing opportunities to develop their specialism out of school including sign posting by subject specialists.
- The use of outside agencies and experts (where appropriate).

6. Assessment

Assessments for MAL allows them to build the knowledge and skills necessary for high performance. Therefore, we aim for assessment for MAL to also include:

- Memory-based opportunities, preparing MAL effectively for extended recall.
- Teaching to the top - preparing MAL for the knowledge, skills and application into new contexts that they will need to demonstrate throughout their time in school.

Monitoring, Tracking and Intervention

Curriculum Subject Leaders will monitor the progress and achievement of all students on the MAL Register and update targets in the light of data and feedback from teaching staff. The register will also be reviewed regularly to reflect the ongoing abilities of the MAL within their subject.

As part of our school tracking procedure, all MAL's assessment data will be checked at every assessment point to note whether he / she is performing above expectation, at expectation, or below expectation.

7. Building Aspiration

Our aim is to ensure that our MAL are prepared to achieve their ambitions, by working with students and families in the following ways:

- Help think about how to sustain and increase motivation, inspiration, independence and confidence.
- Help define and work on current levels of activity and support.
- Help the MAL be open to change, learning and the transformational process.
- Offer information, advice and guidance (IAG) on career opportunities and pathways (locally and nationally).
- Provide financial support if appropriate.