

More Able Policy Junior and Senior School

This document should be read in conjunction with the following complementary documents:

- Assessment, Marking and Reporting Policy (Junior School)
- Assessment, Marking and Reporting Policy (Senior School)
- Curriculum Policy (Junior School)
- Curriculum Policy (Senior School)
- Special Educational Needs (SEND) and Inclusion Policy

Further to these policies, we aim to respond to the particular needs of those pupils who are recognised as having exceptional abilities and talents and to provide a suitably stimulating and challenging environment, both curricular and co-curricular, which will allow those abilities and talents to develop.

There are many definitions of gifted and talented pupils but DfE guidelines state that such children are those 'with one or more abilities developed to a level significantly ahead of their year group or with the potential to develop those abilities.' At Silcoates we refer to these pupils as More Able (MA). At the centre of our policy is a consistent and committed approach from all staff and faculties to provide a secure, challenging environment for all pupils, ensuring that no ceiling is placed on achievement. We therefore encourage all our pupils to become independent learners with high aspirations. Our Deputy Head Academic acts as the More Able Coordinator and works to maintain the More Able register and track pupil data for the Senior School. The Junior School Assistant Head (Teaching and Learning) maintains the More Able register for the Junior School and works alongside the Head of Junior School to track pupil data.

Evidence used to identify pupils as More Able

- Reading ages.
- Teacher observations/discussions/work scrutiny.
- Parental information.
- Test scores resulting from baseline testing. In the Senior School, a score of 126+ in a MidYIS/Yellis/ALIS score rates a pupil as More Able.
- Test scores from baseline testing. In the Junior School, a score of 128+ in a Quest Progress Test for Grammar, Punctuation and Vocabulary, Reading and Maths rates a pupil as more able.
- Examination results.
- Performance in co-curricular activities such as music, sport, drama, or art.

The MA Register is a "living document" reviewed annually following assessment cycles to ensure late bloomers are caught and underachievers are supported rather than removed. Silcoates recognises that some More Able pupils may also have a Special Educational Need or Disability (SEND).



Aims

Silcoates aims to:

- challenge all pupils within the classroom whilst ensuring the most able are sufficiently stretched
- provide stimulating learning experiences for all pupils that encourage independence and autonomy, and support pupils in using their initiative and allow them to achieve their full potential
- provide opportunities for pupils to work at higher cognitive levels
- provide opportunities for pupils to develop specific skills and talents
- encourage pupils to reflect on the process of their learning and to understand the factors that help them to make progress
- foster the development of a well-rounded and balanced individual, both intellectually and socially
- encourage pupils to be open to ideas and initiatives presented by others, thus promoting the importance of citizenship and cultural diversity
- encourage pupils to develop leadership potential and provide opportunities for this
- celebrate achievement
- Hostcross-curricular enrichment weeks (Junior School)
- Encourage pupil leadership opportunities including School Council for all years, Year 6 Roles and Responsibilities and Year 8-11 Prefects, Year 13 Prefects

Extra Faculty and whole school Opportunities within the Classroom for MA pupils

- The Extended Project (EPQ) is offered to able pupils within the Sixth Form.
- Oxbridge and Top Universities Group and a yearly trip to the Oxford University open day.
- Pupils are streamed in Years 8 and 9 and throughout for Maths. Setting is in place for English and Maths at GCSE.
- Cross-curricular enrichment weeks (Junior School)
- The provision of Additional Mathematics for able pupils in Year 11.
- A flexible curriculum so pupils can choose options according to their strengths.
- The opportunity to be involved with national academic challenges, such as Chemistry Olympiad (year 12 and 13), Maths UKMT (KS3) and C3L6 competition (Year 12).
- Provision of enrichment and extension activities so pupils have opportunities to learn beyond specifications, e.g. The Chanteys our sixth form discussion club, Electronics club
- Differentiation within subject areas, such as additional research, wider reading or additional sessions to help broaden a pupil's experience.
- Development of independent learning, by allowing pupils to organise their own work, carry out tasks unaided, evaluate their work and become self-sufficient.
- Peer mentoring scheme with More Able pupils in Y13/12 supporting Y11 pupils
- A wide variety of specialist trips; e.g. Rotary engineering trips, Politics conferences and visits to Drax power station, Water treatment works etc



- Careers specialist advice including careers breakfasts with outside speakers
- A broad music programme that includes a number of performances each year, specialist teachers e.g. singing workshops and drumming classes. A range of music specialists that offer in school lessons
- Sporting fixtures, teams and clubs. We have supported pupils with specialist sports outside of our curriculum reach e.g. sponsorship for motor racing
- The Duke of Edinburgh's Award Scheme at Bronze, Silver and Gold level. The school is a registered assessor for these awards.
- A range of scholarships for academic excellence as well as art, music or sporting excellence

Classroom Strategies

Effective classroom strategies for More Able learners focus on shifting the emphasis from "more work" to "deeper thinking." Teachers should prioritize Higher Order Thinking Skills (HOTS), moving beyond simple recall and comprehension toward analysis, evaluation, and synthesis.

A key approach is the "Low Threshold, High Ceiling" task design, which ensures all pupils can start a task, but the most able have no limit to how far they can extend their reasoning. Instead of traditional scaffolding, teachers might use "Scaffolding Downward," where the most complex version of a task is presented first, allowing MA pupils to engage with the challenge immediately while support is added only if required.

Furthermore, the use of Open-Ended Questioning and Pace and Variety ensures that these pupils remain cognitively engaged, while Metacognitive Reflection encourages them to analyze their own learning processes, fostering the independence and intellectual resilience necessary for high-level academic success.

Pastoral Guidance and wellbeing

Our pastoral system ensures that all pupils are supported with their learning. Heads of Year, form tutors and class teachers all monitor the progress of pupils and encourage personal, emotional, social and moral and spiritual development of each individual pupil including the More Able. Support includes setting longer term goals through the academic review meetings, encouraging participation in a range of clubs and extracurricular activities, Parental contact and Parents' evenings, Referral to the Head of Year.



Continuing professional development

Silcoates holds professional development at the core of its priorities and the training provided has an annual focus on More Able. Training forms part of; staff briefings, whole school INSET and staff meetings. Topics covered over the last 3 years include: The importance of pupil metacognition, Launch of the reading Strategy, High quality homework, Building Better Learners (Junior School), Launch of Accelerated Reader (Junior School), Independent learners, Quality marking and feedback, Interleaved retrieval, Effective questioning, Sparking curiosity and creativity and Developing critical thinking skills.

Quality assurance of the effectiveness of classroom teaching of the most able is monitored in results analysis, work scrutiny, learning walks, lesson observations and is a focus at SLT and Faculty leaders meetings

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Reviewed by:

Mrs Riona Redfearn – Deputy Head Academic
Mr Tom Hodson– Junior School Assistant Head (Teaching and Learning)
Mrs Ellen Moss (Head of Junior School)

Date of last review:

June 2026

Date of next review:

June 2027

