

A Guide For Parents: More Able Pupils

The purpose of this guide is to:

- Explain what the term **More Able** means at Holybrook
- Explain what we do in school
- Answer any general questions you may have

If you would like to discuss any aspects of this process in more detail, please contact Mr. Wallis, who is our Challenge and More Able co-ordinator and Deputy Headteacher.

What does 'More Able' mean?

A child showing **high attainment or identified as having the potential** as more able. You may have noticed your child is a quick reader, works things out quickly or understand humour from an early age. It is traits like this we look out for – not just ability or high test scores. Our parents/carers and families also have an important role to help us see a full picture of what each child is like.

As with all children, we want to get the activities and provision right for your child – in all areas of the curriculum. This means we track what we do for them to ensure your child is challenged and nurture their potential. At Holybrook, we use the following terminology when identifying more able pupils:

More Able – Pupils who have the potential or capacity for high attainment

- Pupils who demonstrate high levels of performance in an academic area
- Pupils who are more able, relative to their peers in their own year group, class and school
- Ability in all areas of the curriculum or in a specific subject/curriculum area, including the arts and physical activities

Higher Attaining - Pupils who are more able and have shown high levels of attainment: the top 10% of performers.

Exceptionally Able - Learners who demonstrate or have the potential to demonstrate extremely high levels of ability compared to their peers across the entire population: the top 2% nationally for one or more academic and talent areas – someone considered a 'genius'.

It is important to remember these definitions are not statutory. Holybrook has used guidance from different educational research and organisations to help us develop these definitions.

We are careful not to label pupils. Ability is not the only indicator used. We want to get the support and opportunities right for your child whilst continuing their motivation.



Further guidance:

A More Able child may:

- Be a good reader
- Be very articulate or verbally fluent for his/her age
- Give quick verbal responses (which can appear cheeky)
- Have a wide general knowledge
- Learn quickly
- Be interested in topics which one might associate with an older child
- Communicate well with adults - often better than with their peer group
- Have a range of interests, some of which are almost obsessions
- Show unusual and original responses to problem-solving activities
- Prefer oral to written activities
- Be logical
- Be self-taught in their own interest areas
- Have an ability to work things out in their head very quickly
- Have a good memory
- Be artistic and/or musical
- Excel at sport
- Have strong views or opinions
- Have a lively and original imagination/sense of humour
- Be very sensitive and aware
- Focus on their own interests rather than on what is being taught
- Is socially adept
- Appear arrogant or socially inept
- Be easily bored by what they perceive as routine tasks
- Show a strong sense of leadership

Adapted from the National Association for Able Children in Education's (NACE) Essentials for Parents and Carers.

Frequently asked questions:

Q: My child's teacher has told me they are More Able. What happens now?

A: Firstly, your child's teacher will flag this up on our tracking system so other teachers are aware. They will note the types of activities and opportunities they will plan in lessons to enrich and extend your child's learning. They will share this information with you - along with any changes - over the course of the school year.

Q: Will my child be singled out?

A: **No. At Holybrook, we do not use sets or group pupils by ability during lessons.** Each class uses a fluid seating system as our default. This means pupils sit next to different pupils regularly and where they sit is not an indicator of ability or performance. Occasionally, they may sit with pupils working on a similar task and we handle this positively.

Q: What if my child starts to become over-confident now they are 'More Able'?

A: We are very mindful of this. Part of the conversation our teachers will have with you when your child is identified is how we, as a team, will approach this with them. A common trait of more able pupils is for them to become more wary of making mistakes or see themselves 'on a pedestal'. **Our teachers promote a growth mindset for all pupils and a culture of it is okay to make a mistake. We do not want to promote some pupils being perceived as 'clever' and others as not.**

Q Will my child always be identified as more able?

A: **Yes - to an extent.** We understand children learn at different rates and their interests change and evolve. When we identify a pupil as more able, this is based on their performance in lessons and their potential/capacity. Our aim is for the provision, opportunities and support to be in place to nurture their learning journey. We do not want any pupils to 'fall back' or 'coast' therefore we will continue to track their provision and work with you.