

MORE ABLE PROVISION

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MORE ABLE PROVISION

What does 'More Able' mean?

At The Manor we define pupils who are More Able as :

- Children with strong intellectual and academic abilities. This includes ability and achievement in academic subjects such as English, Maths, Science, Computing, Geography, History and Religious Studies.
- Pupils who excel in specific areas such as music, art, design, drama, dance, sport or foreign languages. They show exceptional proficiency.
- An able pupil is one who achieves or has the ability to achieve at a level significantly higher than his or her peer group within our school
- Children who may be taken from the top five per cent of the national ability range
- Children who may score above the Standardised Score (SS) 125 or 130 in ability or assessment tests
- Where standardised testing is less common, children are defined relative to others of a similar age.

How do we collate information for staff on More Able pupils?

At The Manor all teaching staff are involved in nominating pupils. Nominations are cross referenced using assessment data such as CATS and Standardised Scores as well as teacher observations of pupils' work and outcomes in lessons. Pupil characteristics are also observed as part of the picture. With Talents, staff seek to nominate those with exceptional skills or creativity which is both developing as well as being recognised by awards and competitions. Talented children may be nominated for their skills and expertise in areas inside or outside school. Resources to assist staff with this such as assessment data guideline bands and pupil characteristic checklists are available on the More Able Google Drive Folder at any time and staff are regularly guided towards these.

We understand that More Able pupils may not necessarily be found through attainment scores, grades or exam results. Teacher observation is also very important. This includes pupil performance/ability in lessons through discussions, questioning, class work activities, project work, speaking, listening, ability of recording, maturity of response, group skills, problem solving, ability to think in unusual or different ways, relationship with others, strategic thought, response to 'awe' and 'wonder', skills and their talents.

We look at:

- Attainment in tests
- Attainment in class work and extension activities
- Attainment in weekly assessments
- Teacher observations in lessons
- Pupil characteristics

- Knowledge of a pupil's thinking skills
- Knowledge of a pupil's approach to learning and discovery.
- Knowledge of a pupil's interests within and outside school
- Knowledge of a pupil's talents
- Success in competitions, with goals and skills.

A register is compiled to show More Able pupils per class throughout the school by the 'More Able' (MA) Co-ordinator. This is reviewed each term and particularly in light of new assessment data which is gathered in October and May each year. Brief notes are kept on the register to show individual gifts or talents as well as helpful assessment data or teacher observations. Actions or Next Steps are also shown for pupils on this register. Pupils may enter or leave the register as their learning and skills develop throughout the academic year. It is therefore viewed as a 'working document' with staff as pupils develop and grow. Staff may also nominate a pupil for 'monitoring' which aims to flag an awareness of that learner as a possible pupil with high learning potential.

The register is shared with all staff and stored centrally. Staff are able to liaise with the MA Co-ordinator throughout the year regarding any pupils they have nominated as well as discuss nominations when asked to review the data each term.

Staff are aware of the difference between ability and achievement as reflected in CATS and Standardised scores when assessing pupils. Ability is the essential characteristic for the definition of More Able pupils and therefore we understand that some children may be identified who are achieving academically a level lower than their ability warrants. We understand that these children can be identified in discussions as pupils not reaching their potential or 'Underachieving' More Able pupils.

How do we measure More Able and Talented children's progress?

Using our tracker systems, the Head of Assessment, More Able Coordinator and Pre-Prep Curriculum Coordinator can track pupils against the pupil cohort using current assessment data for that year. Staff can access this system or talk to the Head of Assessment, Pre-Prep Curriculum Coordinator, PASS Coordinator or More Able Coordinator who will liaise with the Head of Assessment in order that individual progress may be measured to help inform staff further. Academic progress data is recorded on the More Able Register as a reference for staff.

In addition, teachers make continuous assessments in the classroom about how these children are progressing. Observations of pupils, responses through questioning, individual pupil outcomes, individual achievements in competitions, goals or individual project work. Assessment scores are recorded in our Assessment Drive with More Able pupils highlighted.

We are a 'listening school' and observations from parents relayed through Parents' Evenings, informal discussions or meetings also provide evidence of pupil identification and progression.

What are our aims for our pupils?

We aim to provide a broad and rich curriculum meeting the needs of all our pupils. We believe in channelling the gifts and talents of all pupils, with opportunities to stretch and challenge pupils across all subjects. This is delivered both in the classroom, throughout departments and outside school at local and national levels.

We aim to present pupils with work that challenges, stretches and excites them, in an environment that celebrates excellence and success in all subject areas. We deliver this ethos through a whole-school approach. In the classroom, work is scaffolded, differentiated and extended. There are opportunities for research, projects and competitions throughout the school. Pupils also actively participate in clubs and activities, before, throughout and after the school day.

We value the importance of attainment, motivation, resilience and self-esteem. Work and achievements are shared with pupils, staff, parents and the community. We celebrate our pupils' successes through verbal feedback from teachers, positive marking with targets for next steps, classroom celebrations, form and departmental presentations, whole school assemblies, display boards and newsletters to parents. All staff may be involved in gathering evidence and sharing examples of excellence. Positive learner language is used to encourage all children to strive for their best, to praise their effort and develop their resilience to 'have a go'.

Children are encouraged to think, question and wonder about the world around them throughout the curriculum. To assist this aim, question posters are displayed in form rooms or year group areas and thinking activities take place during registrations or as lesson starters.

How do we adapt planning and use scaffolding and differentiation to meet the needs of these pupils?

We understand that scaffolding may be used within our school to help support learners to acquire a new skill or complete a task successfully. Examples of this include pre-teaching vocabulary or using visual aids. For More Able learners, this could mean teaching in distinctive segments and providing less and less support as pupils master new concepts. Differentiation can take many forms and may include differentiation by task, resource, assessment, pace, support, extension, research, dialogue, grouping or self-direction.

We highlight differentiation strategies on our Medium Term Plans. These will include activities aimed at 'high achievers' (HA) or activities suited to the 'More Able'. We may include words such as 'Challenge activity', 'Super challenge' or 'Extension'.

We understand the value of choice. We provide opportunities for pupils to choose their level of work activity within a lesson. It allows for pupil self-direction, pupil self-assessment, decision-making, empowerment, self-esteem and unrestricted achievement. It is valuable for staff to see pupils learning in this way and acts as another path to facilitate learning. We understand this method can allow an open-minded approach to pupil achievement and attainment without placing a 'ceiling' on learning.

The introduction of Google Classroom and J2E for remote learning, as well as for sharing resources within the classroom, has allowed for greater creativity in terms of the use of ICT. These platforms, along with further examples such as Discovery Education, Atom Learning and Education City are ideally suited for both individual work and collaborative teaching and learning, both in school and remotely. For More Able pupils this helps to facilitate the pace, content and direction of their learning.

Within lessons, the following strategies may take place:

- Scaffolding may help More Able children to build upon skills already known. Adults may give support by talking to pupils in different ways. Scaffolding, which can support children of all abilities and with differing needs, involves breaking down complex tasks into smaller, more manageable steps, and providing support and feedback as students work through each step. The teacher may provide new information or demonstrate how to work out a problem. Gradually the teacher leaves the student to practise on their own. Before becoming independent, the student may receive structured support (or "scaffolding") such as a group exercise. While working in a small group, a student might get help from other group members to perform a task.
- The use of differentiated work organised by the teacher. We understand that work may be differentiated by task but may also take other forms. This includes use of peer tutoring, mixed pairing, utilising a 'leader' or 'expert' in group work, designating roles such as 'researcher', 'organiser', 'reporter' in group work, by outcome (tasks are open-ended), by choice of activity (pupils assign their own activity to complete from a choice or by initiating their own idea for showing their learning outcome)
- Streaming. Children are put into groups for Maths from Y3 upwards and work in differentiated groups for guided reading.
- Specific extension tasks are planned in all lessons with further opportunities for challenge activities.
- Gifted pupils may be encouraged to work on their own specific research activities and projects over a number of weeks.
- Problem solving tasks.
- Open ended tasks which are pupil led.
- Peer questioning such as 'hot seating' where the able child becomes the expert and the children pose questions.
- Pace – 'More Able' children may be encouraged to complete tasks to a time limit or time guidance is given. 'Quick-fire' rounds in Mental Mathematics for example, enable pace, encourage drive and a sense of self-competition.

- Individual pupil targets are set by the class teacher or subject teacher.

We understand that More Able pupils could have additional needs which may overlap with the Learning Support Department. These could be across the four broad areas of overlapping special educational needs as set out by the SEND Code of Practice 2014 (updated January 2015) that include a range of difficulties and differences: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Physical and/or Sensory Needs. These children may be identified under both the Learning Support Register and the More Able Register. Close liaison with the SENCO and Learning Support Department is necessary and helps to ensure that a picture of the 'whole child' is shared and understood. It is possible for pupils to be both 'More Able' and require support for additional needs. The cognitive ability of these pupils should not be overlooked and additional scores can be provided from the Learning Support Department alongside suggestions for teaching and learning strategies.

In addition, there are numerous resources available to all staff on the More Able Drive to assist with the facilitation of this and for all pupils. Discussions and support is also available through the More Able Coordinator. Strategies and Actions for the classroom are suggested on the More Able Register. In some circumstances, a pupil may join us who has been externally classified as More Able by an outside agency. A pupil passport may be created by the More Able Coordinator in conjunction with the Class Teacher and/or Learning Support Department or Deputy Head Pastoral to support a More Able pupil.

Clubs and Activities

In addition to provision in lesson time, pupils are invited to many extra-curricular clubs which run during lunch times and after school. These enable all pupils to further interests and skills in a diverse range of activities. The school listens to requests from parents and pupils about potential clubs to add to our provision and every attempt is made to incorporate such activities.

A list of club provision is provided in Appendix 1.

Peer meetings with the Co-ordinator

We understand More Able pupils are not successful just on their own but benefit greatly from meeting with other children or peers with whom they can discuss ideas and success stories.

The Co-ordinator can meet with groups of children across the key stages and Early Years to celebrate and share children's achievements, enable pupils to work alongside one another, develop discussions and share their abilities. Discussions may include pupils' interest and excitement about their work, strategies they have used to succeed and what progress they feel they have made. It will encourage pupils to recognise and be proud of their achievements as well as promote social interaction and shared thinking with others.

Celebrating Success and Talents.

We work hard to offer many avenues to share, 'show off' and demonstrate the fantastic achievements, skills, talents, gifts and successes of all our pupils. Here are some examples of how and when we do this:

- certificates of excellence
- announcements in assemblies
- website and social media
- letters to parents
- departmental assemblies
- awards in the classroom
- stickers
- merits
- house merit cup
- show and tell/form time news
- display boards
- photographs
- Manorisms – school magazine

How does each area of the school provide for the More Able at The Manor?

The following list shows examples of activities which take place within each area. It has been compiled by the Heads of Subject and Pre-Prep Subject Co-ordinators

ART

More able artists are encouraged to:

- Extend their knowledge through questioning which encourages high order thinking
- Develop independent projects
- Take the lead on child-led projects
- Challenge themselves
- Explore more advanced technique and media use
- Develop sketchbooks exploring a particular area of Art in more depth
- Visit exhibitions and galleries outside school to develop knowledge of art and design and culture

More able artists can further extend their skills and understanding through:

- Extension tasks, including research activities and projects
- Attending an Art based club.
- Advanced Art club is a club that runs every Autumn Term for Year 6 pupils who wish to be considered for Art scholarships in their senior schools.
- Organised school visits to art galleries, sculpture parks and exhibitions.
- Organised opportunities to enter national and local Art competitions, including Young Art Oxford, Oxfordshire Artweeks, Royal Academy of Arts Young Artists' Summer Show.

D.T.

More Able pupils are encouraged to:

- Extend their knowledge and understanding of Design Technology to further their skills and techniques.
- Add more detail to their projects by thinking widely around the brief.
- Differentiation by task, outcome and support
- More open-ended projects to encourage independent thinking
- To explore the STEM Construction kits
- Use a wider range of tools and techniques to extend skills and techniques
- Independent activities and projects
- Child led activities
- Extension tasks, including research activities and projects which could involve looking at different designers and inventors and doing a short presentation to the class
- Visit exhibitions and galleries outside school to develop knowledge of design and culture
- Enter national and local Design exhibitions

COMPUTING

Computing is embedded throughout the curriculum, with all pupils having access to Chromebooks and/or iPads and the school-wide wireless network enables pupils to work 'online' in all areas of the school. Google for Education is used as the School's online learning platform, with Google Classroom being used in Years 3 to 6 for all Tutor groups and most subjects where extension work/challenges are set.

All pupils in Years 1 to 6 have weekly computing lessons. These allow pupils to develop strong computer literacy from the basics of logging on and creating new documents, to more complex challenges, programming games and understanding the impact and reach of the internet as a concept. Online safety is an important part of this element. During Computing lessons, more able pupils are encouraged to think more deeply about algorithms and programs of applications they use in order to develop their computational thinking. For example, they may be asked to predict what will happen when they adopt a significant strategy in a computer game or to debug an algorithm, with limited input from a teacher.

Years 5 and 6 are entered into the UK Bebras Challenge, which introduces Computational Thinking and problem solving skills. The top 10% of national achievers are invited to the Oxford University Computing Challenge.

Computing activities are often used as extensions in many subjects, for example, completing a research-based task in History, or playing a game to reinforce a concept in Maths. Open ended computer based tasks across subjects allow children to add further detail/length to their projects and demonstrate their knowledge. There are many good resources available where pupils can access open-ended problems solving tasks or investigations.

Many online educational platforms are used to enhance and challenge pupils. In Years 1 to 4, the Abacus program is used to set differentiated Maths homework so pupils are given the correct level of challenge. Pupils also enjoy playing Timestable Rockstars, where the level of challenge is regularly monitored and updated by the teacher to provide differentiated challenges. Bug Club and Reading Eggs allow the teacher to allocate reading and non-fiction texts at an appropriate level for each pupil. Atom Learning gives children in Years 5 and 6 an opportunity to practise senior school entrance exams in Maths, English, Science and VR/NVR. This platform has an adaptive algorithm that adjusts the level of questioning depending upon the child's performance. High ability pupils may be introduced to early KS3 concepts.

Digital Leaders is an extracurricular club that offers pupils the opportunity to extend their understanding of computing concepts, complete the iDEA award and support their peers in the safe use of technology. VexRobotics is another extracurricular club that introduces pupils to engineering and coding. This activity requires logical thinking, resilience and problem solving skills.

Pupils are encouraged to extend their knowledge outside of class, and the school website provides links to a number of web pages which both reinforce and extend the pupils' knowledge and understanding of topics being taught in class. Touch typing is also encouraged, with all pupils having access to the Nessy Fingers platform.

EARLY YEARS

Pre-Nursery – more able children are encouraged to use the interactive whiteboard to extend those children who are ready using interactive programmes. Children are also taken off in small groups to extend their learning.

- Espresso – In Nursery and Reception this IT program is used to introduce sounds and letter formation. The more able use it in their free time and enjoy finding out interesting information using the interactive resources.
- Education City – ICT program which supports the curriculum through consolidation and extension.
- In the Early Years, children use Ipads to take their own photographs of their achievements, as well as recording videos of their creations and telling stories via the voice recording application.
- Writing – all writing is differentiated across the Early Years and when children are ready they are given the opportunity to explore and extend this skill through 1:1 activities and small group work. In Reception, children who can read and spell all of the Reception tricky/key words then move onto Floppy Phonics dictations. These children are also given a green writing folder to practise writing their tricky words in sentences at home and to also consolidate their letter formation.
- In Pre-Nursery, the children are encouraged to share their personal photo books with their friends at circle time, encouraging language development and confidence.
- Nursery Rhyme Competition – Nursery and Reception children enjoyed joining in and learning their own Nursery Rhymes for this Competition. They performed their Nursery Rhymes to the rest of the Early Years in a special EYFS assembly to encourage the more able speakers to share their performances.
- Model making in Nursery and Reception – the more able are encouraged to make their own models and create labels for them.
- EYFS sharing assembly – children's achievements are celebrated during these assemblies with pupils showing their work and explaining what they have been learning. Persevering Parrot, Concentrating Crocodile, I know Rhino, Proud Peacock etc.
- Children who are More Able within the Early Learning Goals are planned for with Year 1 expectations in mind.
- Maths - Numicon is used to help extend thinking skills - 'How do you know, when looking at numicon patterns, that? Can you prove it?'

- The implementation of Reading Eggs in Reception has helped to support and extend each child at their own unique learning level. More able children in Nursery are also given access to a Reading Eggs account.
- Target Tracker is used for entering attainment. Children showing to be working above the age expected level are discussed and what we are doing to extend their learning is noted on downloads from Target Tracker.

Thinking Skills - Early Years

In the Early Years, taking time to think and talk about topics is used to involve children in the various stages of planning. This provides a great starting point for learning and enables the 'More Able' to share their existing knowledge. The 3D mind mapping during planning, allows children to contribute their own ideas and to make links in their learning and their thoughts. Pupils also record their thoughts on speech bubbles, scribed by adults, to share their creative links around topics.

The children are given more opportunities to initiate their own learning through exploration and investigation, with adults asking questions to extend or consolidate their thoughts. The children in Pre-Nursery play games and sing songs that promote thinking and using memory and observation skills.

ENGLISH

Reading

In the Early Years children can access a variety of reading activities and books when they are showing signs of readiness to read. Once children have completed the Nursery/Reception reading scheme the children can move onto the Year 1 scheme of books when they are ready.

Pre-Prep children are encouraged to make progress in their reading skills using our broad selection of reading scheme books. When ready, pupils move onto the next reading band to keep them challenged whilst also encouraging an enjoyment of reading. Library books are made available for all children in their weekly lesson and for More Able children extra Early Readers are borrowed.

Guided reading and reading comprehension groups are differentiated from Y1 upwards. Pupils are encouraged to discuss the books in appropriate depth, thinking about the text, words, context, characters, plot, and compare with similar texts, themes and authors.

Comprehension tasks are designed to include wide-ranging extension activities to stretch more able students, giving them a chance to work at greater depth, or write at greater length about character for example. In 2019, comprehension dice were added to some sessions in KS1 to help delve deeper into elements of reading comprehension, encouraging discussion between pupils within groups.

To encourage literacy skills, Year 2 children complete research projects in Literacy lessons, extracting information from books and websites to learn about particular topics of interest related to the creative curriculum e.g. knights, dragon animals, tigers and bees.

In Y5 and Y6 a wide range of texts is available both in the Library and in English lessons, with wider reading and cross-curricular connections encouraged. All pupils have weekly Library sessions with the school Librarian to encourage a love of reading and literature. More Able Y6 children are encouraged to become Pupil Librarians in order to share their love of literature and help with the running of the library.

Trips and author visits are planned to inspire all children including the more able, for example Geraldine McCaughrean, Robin Stevens, illustrator Thomas Docherty, poet James Carter and playwright Mike Bartlett among others. Visits have included the Roald Dahl Museum, The Story Museum, The Globe Theatre, and Shakespeare's Birthplace Trust in Stratford amongst others.

Writing

Creative writing is built into all English lessons across the school and is often by its nature open-ended, allowing more able pupils to really extend themselves. Children are encouraged to be writers and poets outside of school and often bring in creative work from home to share with the class. Teachers lead

discussion, questioning and encouraging pupils to form original ideas in writing and poetry and share it with others.

Creative Writing clubs runs most terms for children in KS 1 and 2, after school, in which pupils are encouraged to explore their own writing outside of the confines of school tasks, and all pupils are encouraged to enter writing competitions both within and outside school, including a poetry writing competition to coincide with the Poetry Festival every 2 years.

Year 1 and Year 2 children enjoy receiving messages from many of their Creative Curriculum topic characters or authors/illustrators, such as David Melling in 2021. This evokes excitement about both reading and writing. Year 1 children are particularly enchanted by this. It inspires many to go on to create their own letters or messages to them.

Year 3 to 6 study a whole text every term or half term, writing in response to the text, noting elements of the author's style and sometimes adapting or emulating that as appropriate. The final piece of work is often an extended piece of creative writing inspired by the book. In addition to this, the children in Year 6 complete a 6-8 week research project on Shakespeare and Tudor times, allowing them to develop independent learning skills and pursue their own interests within a broad subject area.

Speaking and Listening/Drama

In Year 1 and Year 2, drama opportunities are included as part of English lessons and Creative Curriculum topics. Drama lessons are also run weekly with the Head of Drama.

EYFS, Year 1 and Year 2 share 'Show and Tell' celebration time. Pupils present certificates, news or celebrations of achievements outside of school to their peers in class. Teachers encourage the children to present the artefacts themselves and talk with confidence about their chosen topic.

Children in the Pre-Prep often have 'Talk Time' sessions included in their week, where themes may be discussed, in order to promote speaking and listening skills. Every year, all of the children in Year 1 and 2 perform a Christingle assembly and the children in Early Years perform a Nativity.

Children in Years 3-6 have a weekly Drama lesson with the Head of Drama. In Years 2, 4 and 6, the whole year-group rehearse and perform a play (ensuring that every pupil has a speaking part) to the school and to their parents and guests. Year 3 perform class assemblies in front of the school and their families. In Year 5, pupils plan, write, film and produce their own media projects. This project is taught across Drama and ICT, during which they learn a range of filming and editing techniques. This project also provides opportunities for further cross-curricular links; for example, the children have previously made their own props and have learnt about music in films. Where possible, these projects are shared within the school community, either through assemblies or online.

The Manor Poetry Festival, which takes place every two years, is a huge success where every child in the school chooses an appropriate poem for their age and ability. The pupils learn their poems by heart and recite them to their peers who, along with their teacher, select their favourites to be performed for the school in a much anticipated assembly. A poetry writing competition runs alongside.

Pupils from KS2 are invited to read aloud in the Christmas Carol service to an audience of parents, pupils and staff.

Year 5 pupils prepare a 3 minute talk, without notes if they can, to accompany a presentation on Ancient Greeks, (a cross-curricular project with History, Computing and our study of Odysseus). Class debates also allow pupils to express ideas verbally, think on their feet and respond to questions.

Y6 study a term of Shakespeare, with activities specifically designed to stretch those of higher ability, including sessions on iambic pentameter and Shakespeare's language. There is usually a trip or workshop in this term to support our work; previous events have included watching a play at the RSC, visiting Shakespeare's Birthplace in Stratford, and an in-school workshop from acclaimed playwright Mike Bartlett.

Year 6 pupils are also given the opportunity to apply for Drama Scholarships to Senior Schools and are given extra preparation for these by the Head of Drama.

FRENCH

- In French lessons when using Chromebooks, some programs such as 'Textivate', 'Educandy', 'Linguascope' and 'Languagesonline' enable the teacher to create games that are differentiated so that the more able children can practise writing vocabulary as well as understanding its meaning.
- Different worksheets used in classwork.
- Differentiation by questioning in oral activities.
- Orally, more able pupils shine in the quality of pronunciation and intonation. Opportunities for show-casing oral pronunciation include:
 - Year 3 French Breakfast
 - Year 4 French Fashion Show
 - Year 5 French Poetry competition
 - Year 6 Trip to Normandy
- Thinking skills tasks develop language learning strategies for gifted pupils.
- Reading comprehensions involve some unfamiliar vocabulary to be deduced from context and logical thinking.

GEOGRAPHY

- Pupils research using ICT (in class and at home during remote learning using chrome books and books/ photographs to create more detailed written work; pupils are encouraged to go beyond the obvious solution to a problem.
- Children are urged to use graphs, charts, maps, diagrams and other visual methods to present information and ICT, aerial photos, maps, graphs and interactive resources to gain a greater understanding of the world.
- Various teaching methods are used including peer questioning and discussion where children are given the opportunity to display their wide ranging knowledge about the world; to reason, argue and think logically and to be able to demonstrate an ability to recognise patterns and sequences.
- Differentiation occurs during questioning, in oral activities and in written activities where the brightest children are offered extension tasks.
- Pupils are given the opportunity to apply their understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions.
- Through a cross curricular approach to learning, pupils are encouraged to transfer knowledge from one subject to another.
- The school subscribes to 'The National Geographic Kids' magazine and copies are displayed in Years 3 / 4 and Years 5 /6. National Geographic Kids gives the children access to interesting articles and facts about the world around them. The on-line branch of the magazine also allows access to video clips to enhance and extend the children's learning in Geography.
- Opportunities for assimilating Geographical knowledge are offered during culture day which occurs every 2nd year. In March 2020 this involved the children in learning more about the differing cultures represented by children attending our school. The day involved class based activities and a culture carousel in the main hall where children got to visit each stand with a passport which was stamped when more was found out about that country.
- Occasionally speakers are invited into school to talk to the children, challenging and inspiring them with information about their adventures around the world.
- Every other year children are given the opportunity to enter a Geography competition to extend and enhance their geographical learning. The theme will vary and be based upon a topical aspect of Geography. Children across the school will be invited to participate and prizes awarded for winning entrants.

HISTORY

- Differentiated text books for topics, worksheets and questioning by teachers
- Pupils produce projects or own independent extension work – teachers have observed that More Able pupils research more carefully and thoroughly prepare their information and can process more details to produce a higher standard of written work
- Project work has differentiated questions with more complex questions to work out and demand more analysis
- Pupils are given the opportunity to apply their understanding to historical sources and make interpretations, develop hypotheses and reach conclusions
- Children in all year groups are regularly involved in trips and activities which enhance learning. This includes experiencing visiting companies who deliver teaching on Pirates, the Vikings and Egyptians.

Pupils are able to handle different artefacts and develop their knowledge of these different groups of people

- Pupils experience a number of techniques for dealing with a variety of question types. The most gifted pupils process a greater number of questions and therefore have the opportunity to tackle the most difficult question types.
- Through handling many different types of historical source, pupils are able to develop their own understanding and conclusions of events from history
- Pupils were encouraged to enter a 'Significant Events in History' History competition organised by The Oratory School where they explored either a historical figure or event that occurred on their birthday or the month they were born. They had the option of submitting their entry in any format which appealed to them including essay, powerpoint presentation and video.

LEARNING FOR LIFE (PSHEE and PSED)

More Able pupils:

- demonstrate an outstanding personal confidence, leadership and organisational skills, regardless of their particular academic strengths and ability
- are able to form and maintain positive relationships with their peers, especially people whom they have only just met
- are willing to take calculated risks with their thinking
- think quietly and deeply about moral issues and offer a rich and considered response to them
- are natural listeners, mediators or diplomats
- are able to influence others and take them with them
- instinctively support or defend their peers when they are in distress or being victimised
- are able to independently set their own clear and motivating goals and then achieve them
- are resilient, having the ability to bounce back in the face of a setback
- are optimistic, believing that things will probably turn out well and that "going for it" will probably be worth the effort.

We aim to offer opportunities to further develop these qualities throughout the curriculum and in the school's ethos and culture. For example:

- peer mentoring schemes such as Buddy Groups and Houses and House competitions
- the School Council
- posts of responsibility within the tutor group
- Whole School Culture Day
- Chinese New Year which provides opportunities for children who celebrate Chinese New Year to share experiences and, in the Early Years, enables children who are less confident to share their knowledge with others (Teaching Chinese writing)
- Whole school fundamental British values discussions in Learning for Life lessons. Children and their teachers discuss how they would react in situations specifically regarding democracy, rule of law, individual liberty and respect and tolerance
- Y6 Drugs Awareness
- KS1 & KS2 ChildLine Assemblies & KS2 Workshops

- Plays, Concerts, Poetry Recitals
- First News subscription

We are observant and careful in our assessments. Sometimes a change of context such as a school trip, an extra-curricular activity, a school play or a charity event can enable a child to show us previously unrecognised gifts and talents. For this reason, at The Manor, we have a full extra-curricular programme, regular charity events, a varied programme of stimulating and thought-provoking assemblies, a wide range of school trips and residential trips for children in Y4, Y5 and Y6. We actively promote fundamental British values and embrace every opportunity to discuss their implications. Trips to Forest School in the EYFS through to Y4 allow pupils to expand on their leadership and teamwork in a variety of contexts. The children have opportunities to debate, perform and reflect.

A critical component is helping children to reflect not only on what they have learned but how they have learned. For example, in group activities, we challenge children not only to reflect on what they have learned but how they worked well together, the roles they took and how successful they were in these roles. Children are encouraged to think about their own skills together in a group to decide where their skills would be used best in group work. When the children achieve their targets we enable them to reflect on how they feel. When children get stuck but then overcome it, we ask them to reflect on how getting stuck felt and how good the “eureka” moment feels.

The Learning for Life teaching aims to stimulate More Able children by the intellectual range of ideas discussed in lessons and by the development of emotional intelligence. We work with the full range of children’s responses in order to really extend their thinking. We provide sufficiently open-ended and challenging questions in Learning for Life lessons and Circle Time with class teachers to allow all children to fully stretch their thinking. More Able children will be able to use teachers’ questions to deepen and widen their own thinking and share this with us. Questions are adapted to suit the age of class - although young children often surprise us with their insight and wisdom.

The gifted child will recognise that we may have conflicting feelings at the same time, perhaps pulling in different directions. We challenge the thinking further by exploring moral issues. Is their decision going to hurt anyone or put them at risk? How? Is it in risks to their body, their friendships or their feelings? Is this acceptable? Is it fair to put someone into the position of having to make this choice? So who is responsible if it goes wrong, the person who made the choice, or the person who put them in the position of having to make the choice? The More Able may respond with wider implications of the decision. By asking appropriate and open-ended questions and responding to them, we not only offer a challenge to able pupils, we often discover talents of which we were unaware.

LIBRARY

“Reading is still the main way that I both learn new things and test my understanding.”
Bill Gates.

Throughout the whole school, reading is encouraged for all children (and staff) at all levels of ability.

- EYFS children have access to a wide variety of reading material through story times and the More Able children are provided with selections of books to take home to enjoy at home.
- PN - Y6 have regular library lessons where the aim is to challenge whilst encouraging an enjoyment of reading.
- A well- stocked and attractive library provides a good range of literature from graphic novels, specialised fact books, audio CDs to sci-fi and classics.
- The aim is to give pupils individual feedback in the form of discussions during these lessons and regular reviews of what is being read. This results in a flexibility to match each child’s ability and potential with reading material.
- More Able children are encouraged to try more challenging books and a variety of genre. New stock is added to the library if it has been requested by the children.
- Many Able children are enrolled as Pupil Librarians in Y6. In this role they are able to help with the selection of new stock and are responsible for helping with the smooth running of the library.

- Authors and illustrators are invited to school and this inspires all children, including the More Able. Children are encouraged to write to particularly favourite authors to explain why they enjoy their books. It's lovely to receive some great replies.
- CATs scores are reviewed by the Librarian and More Able children are encouraged to extend their reach in choices of books.

MATHS

KS1

- Differentiated Questioning used by teaching staff
- Problem solving techniques are encouraged Y1 upwards to apply knowledge and skills
- KS1 referencing Mastery materials and use of NCETM website.
- Challenges and extension tasks set e.g. Abacus PSR activities and NRICH website.
- Open ended investigations and tasks to develop working methodically
- Encouraging pupils to develop language to reason about Maths concepts and explain how they came to an answer - this comes in before teaching more complex written methods
- Paired tasks to further encourage discussion and reasoning
- Encouraging pupils to self check work or use a different method to check their answer and develop independence.
- Individual use of computer games to practise skills and test knowledge eg. BBC Maths zone, Abacus maths games, Hit the Button, Espresso maths games, Times Tables Rockstars, Education City and Numbots.
- Pupils are set by prior attainment from Year 3 upwards.

KS2

- Challenges and extension tasks are set via Abacus, throughout Year 3 and Year 4.
- Differentiated textbooks are used including Target Your Maths, CGP Targeted Question Books and Abacus, which provides 'Think' activities for the more able.
- Links to NRICH challenges and problems. The website NRICH is an invaluable resource for extending more able mathematicians.
- Resources from White Rose Maths are utilised, which encourage a mastery approach to Maths.
- Differentiated questioning used by teaching staff
- Peers explain to the whole class or to buddies, acting as 'experts'.
- Mental Arithmetic books – pupils work through at their own pace. These are available to work on independently at home.
- Investigations e.g. mystery challenges, codebreakers.
- Challenging homework tasks to extend. Homework is differentiated.
- Participation in Maths Week England, exposing children to daily Maths challenges.
- Year 5 and 6 are entered into the UKMT Junior Maths Challenge each year.
- Opportunities for children to take part in Oxfordshire Maths challenges, competing against other schools.
- Maths revision sessions during Y6 Enrichment time. Common Entrance Clinic for those requiring it.

MUSIC

- Differentiated material for lessons including more complex score-reading, listening tasks and advanced instrumental parts in ensemble playing
- Differentiated questioning and opportunities for independent research
- Grade 5 theory exam preparation
- Preparation for music scholarship auditions
- Wide variety of ensembles at different levels of ability: Training Orchestra (pre-grade 1), Orchestra (post grade 1), Upper School Choir and Middle School Choir (non-auditioned), Chamber Choir (auditioned, approximately 25 members), Year 1 and 2 Singing Club, Guitar Band, Wind Ensemble, Brass Ensemble, Harp Ensemble, String Ensemble
- Pupils regularly play in concerts, assemblies and class lessons with opportunities for more able pupils to do solos or smaller ensembles
- Future plans include workshops in and out of school for instrumentalists, competing in local music festivals and competitions.

SPORT & PE

In lessons:

- Structured and progressive lesson plans to include skills and transfer of skills into games and a variety of physical activities
- Differentiated skills and practices to accommodate the More Able children
- Encourage to join external clubs to further develop and capitalise on a child's potential

In addition:

- Huge extra-curricular programme (before school, at lunchtime, after school, tournaments).
- Swimming lessons from Year 1 to 6 continue to be streamed according to ability with top, middle and lower groups
- Two games lessons per week allows for both mixed ability and gender, and for ability groups for netball, hockey, rugby, football and cricket. The ability groups allow for our More Able children to be able to train together, and to a more advanced standard. By mixing the children, girls and boys are able to challenge each other at the higher level
- Substantial numbers of friendly fixtures and tournaments during the week and some weekends, travelling outside the county to ensure high quality fixtures are provided to match our own high standards. Some of our More able children may also have the opportunity to compete a year up in major competitions
- The children's individual achievements or as part of a team are celebrated in whole-school assemblies, Certificates of Excellence and through annual awards. Staff regularly feedback on performance in matches and fixtures. Cups, trophies and certificates are presented in assemblies.

RE

All pupils in RE are encouraged to explore their learning proactively. A variety of VAK styles are encouraged to enable creative approaches and stimulate More Able pupils. Further exploration through discussion, prior knowledge, retrieval of facts, application of knowledge, opinion and the use of 'experts' can also be seen. More Able children within the class may be invited to share their understanding of teaching from their own faith as we explore learning objectives together. More Able students may be considered as 'peer experts' drawing on their cultural, religious or spiritual heritage.

Paired and group work is actively encouraged, expanding More Able pupils' knowledge through shared discussion, enabling them to act as 'experts' to other peers as well as rehearsing important skills in conversation, speaking and listening and FB Values such as reflection, respect, democracy, liberty, faith and knowledge and tolerance of other cultures.

The long term plan across the school is designed to avoid repetition of topics or stories to encourage a diverse and interesting scope of learning.

To stretch the formulation of ideas and thinking, personal responses are encouraged verbally as well as opportunities for pupils to draw on examples from their own experiences. More Able students are encouraged to make links between their own ideas and research, as well as compare and contrast common themes or values.

We challenge More Able children to make connections between their work in RE and other areas of the curriculum including FBV.

Opportunities for children to explore further are offered through clubs. The Christian faith has been explored through 'Explore' club. Religious Festivals were independently researched through 'World Religions Club' using Chromebooks with the Head of RE. More Able students naturally joined this club and enjoyed the independence of learning about different festivals for themselves through computing skills using ChromeBooks.

RE events are listed under RE Events in the RE Handbook such as Prayer Space, Church visits, Chapel and other services which all offer opportunities beyond the curriculum for pupils.

A number of physical resources can be accessed from the RE cupboard to explore, enhance or stimulate learning. A list of these can be found in the RE Handbook. Online resources such as BBC Websites, Espresso Online and Topmarks can be used to provide further information or independent reading for More Able pupils. Pupil Bibles are used in class and More Able children are encouraged to begin to search and locate passages of texts linked to the story or lesson theme where appropriate.

SCIENCE

- Differentiation by task, outcome and support
 - Differentiated questioning by teachers requiring analysis, synthesis and evaluation
 - Differentiated text books for topics
 - Enrichment by depth and breadth
 - Compacting the curriculum (pre-testing content or skills already acquired, elimination of surplus materials from the scheme of work, replacing the surplus materials with alternative, suitably challenging materials)
 - Activities designed for the most able provide opportunities for them to demonstrate their creativity – intuition and visualisation skills are strong in many creative scientists and activities for gifted science education are planned with this in mind
 - Problem-solving and open-ended tasks
 - What if type questions to encourage further thinking
 - Independence in learning through choice, technology, depth of study and self-evaluation
 - Group work – more able learners are able to take on roles within groups and offer group leadership which enhances their learning
 - Seating by ability at times to enable clear extension tasks to be assigned to the more able learners
 - Peer tutoring
 - Enquiry Skills
 - Practical experiments enable challenging and creative thinking
 - Extension work is offered in all classwork and most homework tasks to challenge understanding and extend thinking
 - Varied teaching methods are used including peer questioning and discussion where children are given opportunity to display their wide-ranging knowledge about the scientific world; to reason, argue and think logically and to be able to demonstrate an ability to recognise patterns and sequences
 - Pupils are given the opportunity to apply their understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions
 - More able pupils respond positively and naturally to the logical, scientific approach encouraged through working scientifically
 - Through an integrated, cross-curricular approach to learning, pupils are encouraged to transfer knowledge from one subject to another and from the Science classroom to the outside world and vice versa
 - Exploration of recent scientific progress linking to their learning
 - Pupils are encouraged to identify rules, principles and relationships and to make links between them
 - Pupils produce projects and their own independent extension work – teachers have observed that more able pupils research more carefully, thoroughly prepare their information and can process more detail to produce a higher standard of analysis
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- Opportunities to enter both county based and nationwide scientific competitions
 - Year 1 and Year 2 children regularly attend Forest School which aims to encourage the joy of discovery, awe and wonder about the world

VERBAL AND NON VERBAL REASONING

Verbal and Non-Verbal Reasoning exercises are a good indication of potential academic ability and teaching this subject requires a fair amount of flexibility in order to match each child's ability and potential. The format of the Verbal and Non-Verbal Reasoning lessons enables each child to work at their own pace, with challenges that suit their potential, therefore allowing the More Able pupils to complete more difficult work than the less able. Pupils are then given individual feedback as well to improve their overall performance and the speed at which they complete the given tasks.

THINKING SKILLS

Below is a list of example resources which are available to promote and encourage thinking skills and 'blue sky' thinking for children. Resources are organised and collated by the More Able Coordinator.

- **'Wonderwall'**

Pupils are also encouraged to answer thinking questions through thinking posters displayed around the school in form rooms and department areas. The questions aim to elicit exploration and wonder. Pupils are encouraged to answer with their initial thoughts as well as use their own time to research and contemplate the answer. Form Teachers create a 'WonderWall' area where pupils can view these questions and provide their ideas on post-it notes reviewing answers regularly and changing the posters.

- **Thinking Boxes/Memo Boxes**

Extension activity cards, called Thinking Boxes, cover a variety of questions and activities aimed at the more able to tackle independently and can be used as either an extension or as a 'five-minute fast finisher' task. For this reason they lend themselves most suitably to Year 2 upwards and for classes which remain in their own form rooms for most of their timetable. They are available for all pupils in the classroom from Y2 – Y4.

For pupils in Year 5 and Year 6 'Memo Boxes' are available. These aim to challenge the more able by rehearsing their working memory and can be used as an extension task, 'five minute thinking task', for an individual or as a form-time challenge.

- **Board Games and Puzzles**

Interactive games which encourage team-skills, logical thought and thinking skills are provided in all classrooms for Golden Times and Indoor Breaks.

- **'Aquila'**

The library holds a subscription to 'Aquila', a magazine aimed at the more able. 1 copy of this monthly magazine is available for pupils to take out. Form classes in Year 3 and 4 also have a class subscription to encourage wide reading and general knowledge skills

- **'First News'**

First News is also available from the Library for pupil or class use. A subscription per class is delivered to form rooms from Y3 to Y6. Up to date news articles and current affairs are published each month. Staff have access via email to First News 'online' which offers a bank of resources for reading texts, comprehension rehearsal, group reading, individual extension and class discussion.

- **'Espresso' including 'Newsbites' and 'Daily Challenge'**

Espresso offers a wealth of child friendly activities and information for individual research, challenge and extension. It covers all areas of the NC and provides child-friendly, easily accessible information through VAK forms for use in all classrooms. Pupils have online access through a login and pupils in Y3-Y6 may access this as part of curriculum lessons using ChromeBooks or laptops/pc's. Pupil classes can watch 'News Bites', a current affairs news broadcast once a week. This is differentiated for pupils by Key Stage and encourages children to answer questions about the information they have heard. Espresso also offers a daily challenge which pupils can tackle during morning registration.

- **Displays**

Staff aim to include interactive questions within displays to encourage further thinking for pupils.

APPENDIX 1

Extra-Curricular Activities

The aim of the clubs offered is to ensure that as many skills, talents and interests of our pupils as possible are developed.

Clubs are offered:

- before school, at lunchtime and after school to maximise the possibility of a pupil being able to attend some clubs
- clubs are provided for various age groups in order to help differentiate pupils and provide age specific activities and learning
- the clubs vary each term which ensures many options and helps the school to provide as many different opportunities for pupils as possible
- some clubs are by invitation only: this provides the opportunity for teachers to stretch gifted and talented pupils

There is a wide variety of clubs at The Manor which changes on a termly basis. Recent club offerings have included:

Archery	Forest School	Recorder Groups
Athletics	German	Rugby
Arts Award/Yay for Clay	Golf	Running
Badminton	Guitar Band	Science
Ballet	Gym club	Spanish
Choirs - Middle School/ Upper School/ Chamber	Hockey	Strings Ensembles
Clarinet Ensemble	ICT Club/ Touch Typing	Stop Motion Animation Club
Classic Children's Film Club	Judo	Storytelling & Role Play
Cookery	Logic Club	Swimming
Creative Design Activities/Decopatch	Mandarin	Tennis
Cricket	Manor Mash Up	Ukulele
Cross-Country	Manor TV	VEX Robotics
Dance	Music Theory	World Religions
Debating	Netball	Writing Club/Creative Writing
Dodgeball	Orchestra/ Training Orchestra	Yoga
Drama	Origami	
Flute Choir	Puppet Making and Crafts	
Football	Rainbow Harp	