

COPPICE
PRIMARY SCHOOL

More Able Learners Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
April 2024	April 2026	FGB	FGB	

Aspire, Believe & Achieve

Policy last reviewed: April 2024

Policy written by: Anna McConnell

1. Aims and rationale

Our school motto 'aspire, believe, achieve' is fundamental in all that we do. We want Coppice to be a school that aspires to achieve in every way: academically, personally and socially.

Children are at the centre of everything we do at Coppice. We have high expectations for each and every one of the children within our care, irrespective of their ability or background. All our children are expected to work hard and challenge themselves to be the very best that they can be. It is our intention to ensure that our children develop a love for learning that will remain with them throughout their life.

Aims

This policy is intended to support the following aims:

- To raise the aspirations of all pupils
- To have high expectations of all pupils
- To recognise, identify, challenge and stimulate more able learners
- To encourage pupils to become focussed, reflective, active and enquiring

2. Definitions

The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations. NACE looks beyond this to include those who may be underachieving or whose skills and knowledge may extend beyond national measures of progress and attainment. This approach encompasses those learners already achieving and attaining to the highest grades/levels/outcomes, along with those who may currently be underperforming or who have barriers to their learning. NACE outlines that those learners identified as 'more able' will show:

- The potential or capacity for high attainment
- High levels of performance in an academic area
- Ability in all areas of the curriculum or in a specific subject/curriculum area, including the arts and physical activities

Exceptionally Able

Those who have the capacity to achieve or perform at the very highest levels.

Able

A term used to identify subjects within which a student demonstrates high level of skill.

Dual and Multiple Exceptionality

This term is used to describe young, able people who have complex or additional learning needs, for example autistic spectrum disorder.

3. Identification

The school takes a holistic approach to the identifying more able learners, looking beyond test results and teacher assessments. A variety of criteria are used to identify those pupils that are or could be more able in a particular curriculum area (s). These are:

- Nominations by staff and parents
- Teacher observation and assessment through classroom and extracurricular provision
- Data and pupil tracking
- Checklist of characteristics, both general and subject specific (see Appendix A)
- Consideration of ability beyond core subjects
- Discussions with pupils
- Contextual information (including social and economic factors)

The school understands that there are children that are likely to be vulnerable to lack of attainment due to particular factors. The following list details the groups of more able learners that are susceptible to low achievement:

- From low socio-economic groups
- Learning English as and Additional Language (EAL)
- Special/additional educational needs
- Poor attendees
- Children in care
- With medical conditions
- Carers in the home
- From families under stress
- Those at risk of disaffection

To address these factors, teachers ensure that they get to know their pupils and provide them with the opportunities to achieve through the range of rich learning opportunities on offer. This helps teachers to identify the strengths of pupils and enables pupils to believe that they can succeed.

Providing pupils with the opportunities to develop self-regulation strategies helps them to become confident, resilient learners; lifting the barriers to success.

4. Tracking and assessment

The following methods are used to track and assess more able learners as they move through the school:

- Teacher assessments. Assessment information consists of formative, summative and point in time assessments (PITAs) that are recorded on Target Tracker
- Progress and attainment of more able learners is tracked by the assessment lead
- Pupil progress meetings to support teachers in meeting the needs of pupils in their classes
- Use of local and national data to compare the school's outcomes for more able pupils
- Transition meetings at the end of the academic year to ensure an effective handover to the new teacher/secondary school

5. Curriculum, teaching and learning

Our motto, "Aspire, Believe, Achieve, and Thrive" is reflected in our passion for learning and enjoyment, ensuring every child receives high quality learning opportunities and are challenged in their learning. A number of strategies are employed:

- Challenge is embedded into every lesson. Teachers plan challenge activities to extend and challenge pupils
- We are an Oracy school, rich and extended talk is embedded in all lessons using phase specific strategies enabling pupils to develop their linguistic and cognitive skills (See Appendix B)
- Planning, marking and feedback draws on language of Bloom's taxonomy to extend and challenge
- Purposeful and organised group work
- Opportunities for independent and discovery learning – Ready for More Folders
- Carefully chosen resources to enhance learning
- Specialist teaching provision in Art, Computing, Music and P.E. enable pupils to receive high quality teaching from experts in these subject areas
- Enrichment through our 'Stunning Starts, Marvellous Middles and Fantastic Finishes'

6. Leadership

The responsibilities of the lead teacher for more able learners are as follows:

- Support staff in developing more able learner provision
- Contribute to and manage the records of all more able learners on the register
- Maintain a current register of pupils yearly
- Offer advice and support with the identification of more able learners
- Liaise with external agencies
- Identify areas of need within school
- Provide opportunities for in-service training
- Track pupil progress
- Monitor and evaluate the more able learner provision and report to the Head of School
- Purchase appropriate teaching materials to meet the needs of individual or groups of pupils
- Carry out observations of individual children to help support provision
- Conduct pupil surveys with more able learners
- Organise enrichment activities for more able learners

Subject leaders have a responsibility to:

- Identify more able learners in their subject area
- Ensure challenge within their subject area
- Monitor more able learners provision for their subject area

The Head of School has a responsibility to:

- Liaise with the more able learners lead teacher
- Discuss staff training needs with more able learners lead teacher
- In discussion with the more able lead teacher, arrange sharing of good teaching practice

- Allocation of resources – the Head of School and more able learners lead teacher are responsible for the operational management of the specified and agreed resourcing for provision

The school governor overseeing more able has a responsibility to:

- Meet with the More able leader and other school leaders on a regular basis to review provision and outcomes
- Meet with pupils to discuss the provision in place to support their learning
- Support the school with accessing enrichment opportunities
- Report their findings to the governing body

7. Enrichment

The following are offered on a regular basis; although they are offered to all pupils, they ensure that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment visits and trips
- Aspiration raising programs (Brilliant Club and Debate Mate)
- Work Week
- Professional led workshops
- Residential experiences
- Musical and sporting activities
- Opportunities to work with the local community

8. Partnership with parents and carers

The school works in partnership with parents and carers to meet the needs of more able learners. Parent consultation meetings give teachers the opportunity to share information about children's attainment and progress as well as share strategies for how parents and carers can best support their child.

9. Support pupils to nurture talents in partnership with other organisations

In line with the school motto of aspire, believe, achieve and our rich and varied curriculum offer, the school is keen to support and nurture the skills and talents of our pupils. To this we work in partnership with a number of different organisations over to enable our pupils to access opportunities to grow and develop their natural talents and abilities.

10. More Able Framework

The school have created a more able framework overview which is reviewed on a regular basis. This provides an overview of the strategies that the school have adopted in order to support our all of our pupils to achieve well (see Appendix C).

Appendices

Appendix A

Identifying more able learners: general characteristics

More able learners may display a selection of the following characteristics:

Personal traits

• Inquisitive, curious, alert and responsive to new ideas

• Quick/agile thinkers

• High self-motivation/initiative; can work well independently

• Socially adept

• Show leadership qualities

• Good/unusual sense of humour

• Sensitive/sensitivity and empathy with others

• Socially immature/isolated; prefer computers to people

Learning ability

• Learn new ideas and concepts quickly/easily/readily

• Good at reasoning/logical/analytical thinking

• Good at dealing with abstractions/abstract thinking

• See relationships between things; can generalise from specific facts

• Good at understanding things/meanings; show unusual insights

• Able to memorise quickly/easily

Follow complex directions easily

• Keen powers of observation

• Advanced vocabulary/verbally fluent/good self-expression

• Learned to read early, often before school age; rapid readers

• Good attention; concentrate and persevere for long periods if interested

Learning styles

• Dislike repetition of concepts and closed tasks; get bored easily

• Informed/show interest in ideas and concepts beyond their years

• Creative/imaginative; original ideas in problem-solving; may be artistic/musical

• Inclined to choose unusual but effective methods of working, perhaps using a different line of logic or jumping steps

• Many interests/hobbies; read across a wide range of subjects

• Prefer verbal expression; reluctant to record things in writing

• Resent imposed timetable restrictions if interested in a task

• Perfectionists; may lean towards being obsessive

Identifying more able learners: characteristics by subject

Art

More able learners in art may display a selection of the following characteristics:

• Think and express themselves in creative, original ways

• Want to follow a different plan to others, challenge tasks given or extend their brief in seemingly unrelated directions

• Enthusiastic and interested in the visual world; have a strong desire to create in the visual form

• Driven by ideas and persevere until they have completed a task successfully, with little or no intervention from the teacher

• Take risks without knowing what the outcome will be

• Can be quirky and display humour

• Interested in the art world, art forms and culture

• Analyse and interpret their observations and present them creatively

• Work in innovative ways

• Enjoy experimenting with materials; able to go beyond the conventional and use materials and processes in creative and practical ways

• Communicate original ideas, insights and views

• Confidence in using a wide range of tools and techniques skilfully

• Keen to extend their technical abilities; sometimes get frustrated when other skills do not develop at the same time

• Explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning

• Make unusual connections between their own work and others' work

• Critically evaluate visual work and other information

Design and technology

More able learners in design and technology may display a selection of the following characteristics:

• High levels of technological understanding and application • High-quality making and precise practical skills

• Readily accept and discuss new ideas; conceptualise beyond the information given

• Have flashes of inspiration and highly original or innovative ideas

• Demonstrate different ways of working or different approaches to issues

• Identify the simple, elegant solution from complex, disorganised data

• Reflective and constructively self-critical

• Link the familiar with the novel

• See application in 2D or 3D

• Transfer and adapt ideas from the familiar to a new problem

• Sensitive to aesthetic, social and cultural issues when designing and evaluating

• Capable of rigorous analysis and interpretation of products

• Conduct independent research to solve problems

• Work comfortably in contexts beyond their own experience and empathise with users' needs and wants

English More able learners

In English may display a selection of the following characteristics:

• Read widely, fluently and independently

• Read with meaning, drawing on inference and deduction; can “read between the lines”

• Sensitive to the nuance of language

• Use language precisely, with technical accuracy

• Delight in the meaning of words

• Use extended vocabulary

• Show pleasure and involvement in experimenting/playing with language and manipulating language to effect

• Awareness of the special features of language, such as rhyme

• Write or talk in imaginative, lucid and cogent ways, showing flair and creativity

• Can express ideas succinctly and elegantly

• Grasp the essence of particular styles and adapt them to their own purposes

• Can display a sophisticated sense and appreciation of humour; this humour can be “quirky”; understand irony etc

• Contribute with incisive, critical responses

• Can analyse own work

• Can produce written work that is substantial and the product of sustained, well-directed effort

• Elaborate on content that is exceptional for their age

• Can engage seriously and creatively with moral and social themes expressed in literature

• Can justify opinions convincingly and challenge others’ points of view

• Strong communicative skills

• Articulate and confident speakers

• Very good listening skills

• Show enthusiasm and enjoyment in the subject; can be sensitive

Geography

More able learners in geography may display a selection of the following characteristics:

• Understand concepts clearly; can apply this understanding to new situations to make interpretations, develop hypotheses, reach conclusions and explore solutions

• Understand geographical ideas and theories; apply them to real situations

• Communicate effectively using both the written and spoken word, in ways that are appropriate to task and audience

• Learn subject-specific vocabulary and use it accurately

• Reason, argue and think logically

• Able to manipulate abstract symbols and recognise patterns and sequences

• Use and apply mathematical principles and formulae to solve geographical tasks and problems

• Identify their own geographical questions and sequence investigations

• Understand, and able to explain, complex processes and interrelationships

• Enjoy using graphs, charts, maps, diagrams and other visual methods to present information

• Competent and confident in using the wide range of visual resources required

• Well-considered opinions on issues such as the environment and life in different places

• Wide-ranging general knowledge about the world and topical issues

• Able to transfer knowledge from one subject to another

• Creative and original in their thinking, frequently going beyond the obvious solutions

History

More able learners in history may display a selection of the following characteristics:

• Perform at levels of literacy that are advanced for their age

• Able to communicate effectively in different forms

• Use subject-specific vocabulary with accuracy and confidence

• Show particular skill at inference and deduction

• Able to make logical connections between events and people

• Good understanding of cause and effect

• Able to set both new and previously acquired information in a chronological framework

• Broad range of general and historical knowledge

• Can discuss the significance of events, people and changes

• Maturity in ability to analyse historical sources and organise historical information

• Able to demonstrate and use a wide and growing knowledge base

• Able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones

• Keen awareness of the characteristics of different historical periods

• Able to question, challenge and develop own lines of enquiry

• Good grasp and understanding of historical interpretation

• Can make imaginative links between the topics studied in multiple subject fields

• Ability to hypothesise; can make judgements and justify them

• Can take on broad concepts

• Offer unexpected insights

• Willingness to search for new information and ideas

• Enquiring mind

• Can cope with tentative conclusions

• Developed sense of empathy and imagination

• Use visits to historical sites as a basis for further investigation

Computing

More able learners in computing may display a selection of the following characteristics:

• Use and learn about ICT hardware and software quickly, confidently, efficiently and independently

• Demonstrate ICT capability significantly above that expected for their age

• Use ICT to support their studies in other subjects

• Use their skills and knowledge of ICT to solve problems, design information systems and suggest improvements to existing systems

• Consider the limitations of ICT tools and information sources

• Consider social, economic and ethical issues raised by the use of ICT

• Consider the purpose for which information is processed and communicated, and how the characteristics of different kinds of information influence its use

• Use initiative to exploit the potential of more advanced features of ICT tools and skills, e.g. coding

• Explore independently beyond the given breadth of an ICT topic

• Develop systems that meet personal needs and interests

• Grasp and premeditate structures, for example structures in data and directories

• Intrigued, rather than frustrated, by problems; show tenacity and creativity when solving them

• Inclination and ability to help others, e.g. explaining the logic of required steps

Mathematics

More able learners in mathematics may display a selection of the following characteristics:

• Rapid and sound memorisation of mathematical material

• Learn and understand mathematical ideas quickly

• Reason logically: can verify, justify and prove

• Work systematically and accurately

• More analytical

• Recognise patterns easily and see the formal structure of a problem in a way that leads to ideas for action

• Use mathematical symbols accurately and confidently as part of the thinking process

• Make jumps in reasoning

• Think flexibly, adapting problem-solving approaches

• Demonstrate curiosity and enthusiasm for mathematical problems

• Make connections between the concepts they have learned

• Can take a creative approach to solving mathematical problems

• Reverse their direction of thought – may work backwards and forwards when solving a problem

• Communicate their reasoning and justify their methods

• Sustain their concentration throughout longer tasks and persist in seeking solutions

• Enjoy working at increased depth

• Adept at posing their own questions and pursuing lines of enquiry

• Take delight in numbers and use them in other areas of the curriculum, e.g. storytelling

• Enjoy mathematical puzzles and problems

Modern foreign languages

More able learners in modern foreign languages may display a selection of the following characteristics:

• Early awareness of the second language as a separate system

• Curiosity about how language works

• Ability to extrapolate general rules from samples

• Ability to pick up new language and structures quickly

• Ability to make connections and classify words and structures, e.g. to help them

• learn more efficiently

• Ability to identify, memorise and reproduce new sounds

• Strong desire to put language together by themselves

• Creativity and imagination when using language

• Desire to ask further questions and seek solutions

• Awareness and use of a range of strategies for learning

• Intense interest in the cultural features of the language studied

• Ability to transfer skills across and to other languages

Music

More able learners in music may display a selection of the following characteristics:

• Captivated by sound and engage fully with music

• Select an instrument with care; may be unwilling to relinquish the instrument

• Find it difficult not to respond physically to music

• Memorise music quickly, without any apparent effort

• Able to repeat more complex rhythmical and melodic phrases given by the teacher

• And repeat melodies (sometimes after only one hearing)

• Sing and play music with a natural awareness of the musical phrase; the music makes sense

• Particularly sensitive to melody, timbre, rhythms and patterns

• Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence

• Show strong preferences, single-mindedness and a sustained inner drive to make music

• Have the motivation and dedication to persevere and practise; show a commitment to achieving excellence

Physical education

More able learners in physical education may display a selection of the following characteristics:

• Use the body with confidence in differentiated, expressive and imaginative ways

• Good sense of shape, space direction and timing

• Movement is fluent and can be elegant

• High degree of control of their body; good control of gross and fine body movements and can handle objects skilfully

• High degree of motivation and commitment to practice and performance

• Use technical terms effectively, accurately and fluently

• Able to analyse and evaluate their own and others' work, using results for self-improvement

• High level of understanding of principles of health-related exercise and their application in a variety of activities

• Particularly high levels of fitness for their age

• Specific strengths in particular areas, e.g. games or dance

• Able to perform advanced skills and techniques and transfer skills between activities

• Good decision makers; able to take the initiative; demonstrate autonomy, leadership and independence of thought

• Able to reflect on processes and outcomes to improve performance

• Take risks with ideas and approaches

• Show perseverance and commitment

• Involvement with a range of related extracurricular activities

• Understand the need for effective coaching

Science

More able learners in science may display a selection of the following characteristics:

• Aware of how the context influences the interpretation of science content

• Recognise patterns and relationships in science data

• Can hypothesise/predict based on valid evidence and draw conclusions

• Decide quickly how to investigate fairly and manipulate variables

• Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena

• Recognise and process reliable, valid and accurate data; can explain why data is unreliable, invalid or inaccurate

• Inquisitive about how things work and why things happen

• Good observational skills

• Enjoy talking with the teacher about new information or ideas

• Think flexibly, generalise ideas and adapt problem-solving approaches

• Ask many questions

• Enjoy logical reasoning

• May be able to miss out steps when reasoning

• Strive for maximum accuracy in measurements of all sorts

• Use advanced and extensive vocabulary, including the use of appropriate language from other areas of the curriculum such as mathematics

• Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions

• Extremely interested in finding out more about things around them

• Read widely on science or science fiction

• Have scientific hobbies and/or members of scientific clubs and societies

• Able to sustain their interest and concentration and go beyond an obvious answer with greater depth

• Able to evaluate findings and think critically; can be self-critical

• Easily bored by over-repetition of basic ideas; may approach undemanding work casually and carelessly

Appendix B

Whole School Practice

Class set of Lolly sticks with names on – instead of hands up

Story telling (Hear, story map, step it out, speak it out)

Hot Seating

Rules of Listening (in Makaton) good eye contact, body language and active listening

Oracy Objectives on planning across curriculum

Groupings explicit on planning

EYFS

- Grouping - Trios with talking sticks
- Grouping - Partner Talk
- Grouping - Nest (Stand apart from each other and whisper your ideas to yourself. This sounds crazy but is a great way to work through your own ideas!)

Story telling (Hear, story map, step it out, speak it out)

KS1

- Grouping - Trios with Summarisers
- Grouping - Partner Talk (Summarise what your partner said)
- Grouping - Circle – (group of 6-12 children – A group of children face each other in a circle. They take turns to step inside the circle individually and speak to the group, maintaining eye contact and using appropriate body language).
- Grouping - Traverse (pupils stand in two parallel lines opposite a speaking partner- you can develop this by swapping partners and summarising the previous discussion

Talk Tokens (Give each pupil a set number of counters to 'spend' during the discussion. Once their counters have run out they cannot make any more contributions. This regulates students that tend to dominate a discussion whilst providing quieter students with an incentive to join in)

LKS2

- Making Talk Visible – Discussion towers (Each pupil in a discussion contributes a brick to a tower when they correctly build on someone else's idea. New lines of enquiry are represented by new towers. Reflecting on the height and number of towers is a useful tool to analyse a discussion.)
- Making Talk Visible – Wool (The instigator of the discussion holds onto the initial strand and passes the ball to the next person when they speak who then holds onto a section of the wool before passing it on again. This provides students with a handy visual map of their

discussion so they can monitor how the discussion progressed, as well as who made the most and least contributions.)

- Group Discussions - Talk Role Cards (Instigator / Challenger / Builder / Summariser)
- Debate (informal and formal debates, following the debate model shown in debate assemblies)
- Discussion hand signals (agree / disagree / building on / linking to)

UKS2

- Making talk Visible – Harkness Model (alternative method for tracking a large group discussion.)
- Group Discussions - Talk Role Cards (Instigator / Challenger / Builder / Summariser/ Prober / Clarifier)
- Grouping – Onion/ Coaching Onion— Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the outer circle.
- Grouping – Fishbowl (Similar to an onion, but the people in the inner circle face each other, while the people on the outer circle observe the inner circles discussion.
- Debate (informal and formal debates, following the debate model shown in debate assemblies. Children should start to lead these themselves, chairing and managing them together)

Appendix C

More Able Framework Overview – Coppice Primary School

Intent	Implementation	Impact
Engage in CPD – Creating Learning without Limits – Mandy Swann, Alison Peacock, Susan Hart and Mary Jane Drummond	During the first lockdown all staff engaged in CPD relating to the body of knowledge contained within Creating Learning without Limits. We explored the following themes: Extending freedom to learn, rethinking learning relationships, putting learning first: creating a school-wide culture of learning and the power of collective action.	Through phase discussions and review, staff have collectively assessed current provision and practice and have been given license to experiment with alternative approaches based on the key principles presented within the reading. This has reshaped certain aspects of our provision, for example with a move away from setting by ability groupings and into mixed ability groupings, carefully considering the structure of lessons and which parts are relevant for which pupils based on prior knowledge and attainment and rethinking our approach to differentiation to

		consciously ensure that no ceilings are being set on what our pupils can achieve.
Update the Marking and Feedback Policy	In consultation with staff the expectations and demands of the Marking and Feedback policy were reviewed. As a result of this review this policy was amended to include a new approach to marking and feedback steered by the introduction of a marking a feedback cycle and example templates and statements for feedback and next steps.	The changes to the marking and feedback policy have had a positive impact on staff workload and wellbeing. The changes to the policy has freed up time to enable staff to be more responsive to pupil outcomes and any identified misconceptions enabling them to adapt planning and provision accordingly, which in turn has supported our pupils to make better progress and achieve more. The introduction of the example templates and statements for feedback and next steps have acted as a supportive mechanism for staff when considering how to move leaning on.
Introduction of chilly tasks	Staff use flipchart planning on interactive whiteboard slides. The template for this planning has been designed to encourage staff to think carefully through each stage of a lesson for their pupils in terms of key knowledge, vocabulary and links with Rights Respecting Schools and our whole school oracy focus. As part of our learning from Creating Learning without Limits, staff collectively decided to introduce the chilly tasks (three way differentiation) and to keep the challenge slide that existed in the current planning format.	Children report that they enjoy having the freedom and option to select the task that they feel will best support them in their learning. Staff have reported that it has allowed them to realise what some of their children are truly capable of and has helped to ensure that the pupils in their class are accessing the correct level of challenge to move their learning on. To further support this approach in Maths the school is currently considering providing the children with the answers to each of the chilly tasks face down on their tables so that they are able to self-assess after answering three questions from the chilly task that they have chosen so that they are able to determine if the task is challenging enough for them. Consideration is also being given to how staff might achieve the same level of

		support and challenge in other curriculum areas so that together with their pupils they are able to assess and ensure that all children are being appropriately challenged and supported.
Introduction of ready for more folders	The introduction of folders to be displayed underneath English and Maths display boards in the classroom with a range of tasks that children can independently access to support and extend their learning if they have completed the highest level chilly task and the task on the challenge slide of the lesson.	The folders have provided children with more independence to extend their own learning. Pupils are becoming increasingly more confident in their use of the folders. Staff are developing cycles to ensure that these folders are kept up-to-date with the further opportunities to explore, extend and consolidate current or recent learning.
Engagement with Debate Mate	Prior to the pandemic the school regularly took part in Debate Mate in order to develop our whole school approach to developing oracy as well as providing a stimulating opportunity for our most able learners.	Pupils engaged well with this provision and were afforded opportunities to engage in local and national debating competitions as well as work closely with representatives from Debate Mate on a weekly basis during after school club provision. In the last national competition that the school took part in we ranked 9th out of 200+ schools that took part. This was a truly outstanding achievement for us as a school situated in an area with some of the highest rates of deprivation and where children join the school with a limited range of vocabulary and life experiences. Now that restrictions have eased in relation to the pandemic this is something that we are keen to re-engage with as a school as we believe it provides our children with the motivation and determination to aspire and achieve well.

Engagement with The Brilliant Club	Prior to the pandemic the school regularly took part in work with The Brilliant Club in order to develop our whole school approach to developing oracy as well as providing a stimulating opportunity for our most able learners.	The school received positive feedback from both pupils and parents following opportunities to engage with The Brilliant Club. Pupils were given the opportunity to visit world class universities and consider potential future career goals and aspirations. They also took part in collaborative projects and had to engage in written tasks at degree level with deadlines, which were submitted and marked with feedback given. At the end of their time with the Brilliant Club the pupils and their families were invited to take part in a graduation ceremony to celebrate their hard work and success and to complete the full taste of the experience of what life at university would be like. These graduation ceremonies took place in a collection of Russell Group Universities. Pupils have reported that having this experience has made them determined to go to university in the future. Now that restrictions have eased in relation to the pandemic this is something that we are keen to re-engage with as a school as we believe it provides our children with the motivation and determination to aspire and achieve well.
Engagement with the NACE (National Association for Able Children in Education) Framework	Prior to the pandemic to school embarked on its journey with NACE in order to carefully consider the provision in place for our most able learners. The school held an initial meeting with a representative from NACE and as a collective staff team began to collect evidence against the NACE Framework	The departure of our more able lead coupled with the start of the pandemic slowed the desired progress in this area for a period of time. In January 2022 a new leader was appointed and work is underway with NACE once more to review current school practice against the NACE Framework. The ultimate aim is to work towards the NACE

	reviewing current school practice along the way.	Challenge Award accreditation recognising school-wide high-quality provision for more able learners within the context of challenge for all.
Introduction of a More Able Register	The school has put together a school-wide register for more able learners.	This has provided a central place for all staff to be able to access and contribute to shared knowledge of our children. This is particularly important in a school where specialist teaching provision exists. It provides a space for us to collectively recognise and nurture the abilities and talents of the pupils we serve.
Support pupils to nurture talents in partnership with other organisations	In line with the school motto of aspire, believe, achieve & thrive and our rich and varied curriculum offer, the school has always been keen to support and nurture the skills and talents of our pupils. To this end we have worked in partnership with a number of different organisations over the years to enable our pupils to access opportunities to grow and develop their natural talents and abilities.	Our pupils have been supported to access organisations such as Tennis Association and West Ham Football Club under 18s. Most recently one of our pupils has been supported to take on a lead role in the musical theatre production of The Lion King. The school has worked collaboratively with these organisations, production companies and parents to ensure that our pupils are supported to nurture their talents whilst ensuring that academic attainment and progress remain a clear focus.
To run 11+ Tuition for more able pupils	The school has provided opportunities for more able children in Year 4 and Year 5 to attend 11+ tuition. The school has supported our most able disadvantaged pupils to access this provision using the pupil premium.	The proportion of children transferring onto grammar schools has increased over time. Pupils who might not have had the opportunity to access such provision have been provided with the opportunity.
Introduction of Coppice has talent	Every year Coppice hosts an opportunity for all staff and pupils to share and showcase their talents.	Staff, pupils and parents always provide very positive feedback for this annual school event. It has provided us with an opportunity to showcase and celebrate a wide and varied range of talents and abilities from all members of our school community that

		compliments those already recognised within more traditional curriculum disciplines. Now that restrictions have been lifted the school intends to reinstate this joyful annual event.
Introduction of Try Something New Day	Over the last few years the school has held a day known as Try Something New Day. This is a day for staff members to share their skills and hobbies with the children and for the children to have the chance to engage in a wide and varied range of activities that they may not otherwise have the chance to experience. The hope is that this may spark a new interest or hobby for our children and that it will may also help to identify further talents that our children may already have.	Feedback from the previous occasions of this day has been positive from all members of the school community. Pupils have reported enjoying getting to know staff in a different way and seeing their many skills and talents. Staff have reported enjoying the freedom that opportunities like this present in terms of being able to know and understand pupils in a different way and the opportunity to grow and nurture skills that they might not have otherwise known existed.