



THE CRYPT SCHOOL - MORE ABLE POLICY

SLT Lead:	Deputy Head Academic
Support Persons:	HOD, HOY, Tutors, Class Teachers
Governor Committee:	Pupil Education and Outcomes

Definition of More Able: A More Able (MA) student is a pupil who has potential for high attainment or has demonstrated high levels of performance in any subject that can be developed and nurtured through successful teaching.

Definition of Exceptionally Able: Exceptionally able (EA) students exceed the abilities and needs of more able students. They have high abstract reasoning ability and complexity of thinking. They are extremely able, and would be considered so in all schools. They may include children who have as yet unrealised potential for exceptional ability. Their needs go beyond those of students already deemed to require opportunities for enrichment and extension in the normal curriculum.

Aim: It is the policy of the School to:

- Ensure that the correct students are identified as More Able in the context of a selective grammar school;
- Identify and implement strategies to assist students in the development of their skills and abilities;
- Ensure teachers are aware of their MA and EA students and ensure provision is embedded in day to day pedagogy to ensure every child can reach his/her full potential.
- Ensure that teaching and learning throughout the school is challenging, engaging and provides an opportunity for all students to reach/exceed their potential in line with the school improvement plan.
- To identify underachievement amongst More Able students and to work with HoDs to intervene with support strategies to maximise potential and reduce underachievement.
- To communicate the More Able status with parents and seek their support for their child's ongoing academic development.
- To ensure that there is a variety of More Able opportunities for all students.
- Encourage More Able pupils to strive for Oxbridge/ Prestigious, Competitive university applications and High Level Apprenticeships.

Identification:

A data and teacher driven identification process has been embedded into the school. KS2 results, CAT scores and GCSE results are used to identify the More Able. Data and teacher nominations lead the identification of the Exceptionally Able. Primary school input is also considered during the identification process for new Year 7 students.

Once students are identified from each subject, the School collates all the information. More able provision in the Sixth Form is data driven (through GCSE results), but also by students expressing

an interest in applying to competitive institutions or apprenticeships as well as teacher nominations.

To support the nomination process, the registers are reviewed on a yearly basis. This is also vital to understand that nominations are fluid, as student engagement is necessary.

The Deputy Head (Academic) working with the Assistant Head (Academic) will:

- collate information on all students, using available data to identify the More Able.
- provide HoDs and teaching staff the baseline data for new Year 7 students
- seek and disseminate teacher nominations for the Exceptionally Able
- inform parents of the Exceptionally Able of their children's status
- send parents/carers information on how to support their Exceptionally Able child
- support HoDs and teachers to develop many different teaching methods to challenge the More and Exceptionally Able.
- support the provision of and participation in enrichment activities run by Departments or by groups of staff
- support enrichment activities to inspire our most able students to fulfil their potential, such as guest speakers, maths challenges, science Olympiads and the Crypt Sports Academy.
- work alongside and share good practice with local schools.

The school will continue to provide INSET through the Teaching and Learning Programme to ensure that all staff are aware that the More Able students need to be catered for explicitly.

Monitoring, Evaluation and Review:

On an annual basis, the Deputy Head (Academic) and Assistant Head (Academic) will:

- Ensure that Departments have provision for the More/ Exceptionally Able within each subject area;
- Conduct an audit of the provision for the More/ Exceptionally Able students against the NACE Framework
- Update the register of More and Exceptionally Able pupils.
- Ensure that Identification of underachievement is also carried out with intervention meetings – following each set of attainment grades
- Create an Exceptionally Able action plan to provide challenge whilst safeguarding students' wellbeing.

Approved by Pupil Education and Outcomes Committee: June 2026

Review cycle: 1 year

Date of next review: June 2027