

More Able Policy

1. Aims and Objectives

At Colegrave Primary School is committed to providing a stimulating, challenging and personalised curriculum for all children. We plan our teaching and learning so that each child aspires to the highest level of individual achievement. The purpose of this policy is to help ensure we identify and meet effectively the needs of those children who have been identified as 'more able'. This may mean abilities in subject areas such as English and Mathematics, as well as abilities in foundation subjects such as: art, music, PE or performing arts.

Article 29: Education should develop each child's personality, talents and mental and physical abilities to their fullest potential (UN Convention on the Rights of the Child, 2001)

At Colegrave we aim to:

- To support our pupils to develop their personalities, skills and abilities, intellectually, emotionally and socially;
- To develop the skills and talents of each child in school;
- To ensure that all children receive an education appropriate to their abilities and challenges;
- To stimulate children through extra-curricular activities and through curriculum enrichment which is challenging, thought provoking and enjoyable;
- To identify the More Able children as early as possible using a range of approaches of identification;
- To inform and involve parents;
- To offer children opportunities to lead their own learning and enhance their metacognitive skills;
- To recognise underachievement and seek to remove barriers;
- To promote a culture that promotes high achievement and an atmosphere where success is valued by all;
- To ensure that effective provision is planned for More Able children;
- To challenge and extend children's development through engaging, informative and exciting teaching (including differentiation, feedback, questioning, marking and so on).

2. Definitions and Identification

We define the more able in terms of those whose progress significantly exceeds age related expectations. However, Colegrave looks beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's linear measures of progress and curriculum. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

- More Able refers to learners who have abilities developed significantly ahead of their year group in one or more subjects in the statutory curriculum other than art and design, music and PE. Learners who may excel in areas requiring visio-spatial skills (problem solving), sensorimotor skills (balance, coordination and control), socioeffective (leadership) who excel in practical activities such as art and design, music and PE.
- More Able children are those who have one or more abilities significantly ahead of their year group (or who have the potential to develop these abilities)
- Some More Able pupils may be intellectually or physically able but also appear on the Special Educational Needs (SEN) register for behavioural, academic or physical difficulties.
- 2.4 More Able students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (end of key stage levels; QCA tests)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny, Using target booklets and examples of work)
- It is important to encompass a range of methods which looks beyond test results and teacher assessment. The key issue is what opportunities we provide for children to reveal their abilities. This process is ongoing: provide – identify – provide.

This information is collated by the More Able Leader with the help of all staff. The More Able register is regularly reviewed and updated.

3. Role of the Academically More Able Leader

It is the role of the Academically More Able Leader to:

- Ensure that the policy is implemented
- support the staff in their identification and monitoring of More Able pupils
- keep an up to date school register of More Able pupils
- encourage the development of suitable in house extra-curricular activities for the children
- to source opportunities externally that can benefit the emerging needs of the children when appropriate
- maintain and order resources
- liaise with outside agencies, attend More Able forums in order to be up to date with the Local Authority
- review and monitor provision for More Able children
- Monitor planning and progression
- Provide an infrastructure to support teachers with underachieving or potential More Able children
- Develop community links to assist effective provision
- Organise enrichment activities where feasible and assist departments with the administration of enrichment activities

4. Provision

At Colegrave Primary School, every child has access to Quality First Teaching through which differentiation (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of extension (providing challenges which go more deeply into a topic) or enrichment (providing other activities which run alongside the normal curriculum and go more broadly into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep the most able children interested and provide them with challenge. We aim to create an ethos where pupils feel good about achieving excellence and both achievement and effort are celebrated. Pupils are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods.

We aim to provide activities that will enrich and extend the experiences of our most able pupils. We take part in a range of sports competitions that hosts a wide range of exciting and challenging activities to inspire and develop the skills of our most able pupils. We also provide a varied programme of specialist teachers, after school clubs, visiting experts and curriculum days/weeks.

5. Role of the Class Teacher

Class Teachers are ultimately responsible for the progress and attainment of all their pupils.

Class Teachers will:

- Take steps to identify the Most Able pupils using the methods identified in this policy
- Provide an active, creative and challenging curriculum

- Encourage pupils to take risks, to investigate ideas and to be reflective in failure to succeed and promote perseverance
- Nurture the able both academically and emotionally
- Ensure a culture of achievement is promoted and celebrated
- Assess the progress of the Most Able pupils through normal classroom and whole school assessment cycles
- Plan and implement appropriate provision
- Record strategies used in Pupil Progress Meetings documentation, medium and short term planning
- Deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the Most Able
- Review provision regularly
- Provide a range of opportunities to widen the scope for self, peer and modelled improvement in their planning

6. Role of Subject Leaders

- Support staff in providing challenging activities in their subject area
- Set up a challenge in their subject area for More Able pupils every term
- Provide a subject specific checklist for identifying More Able children

7. Teaching and Learning Style

Identified More Able Children at Colegrave will be offered an enriched, differentiated and challenging curriculum. Teachers will include activities to encourage higher order of thinking skills of knowledge, comprehension, application, analysis, synthesis and evaluation.

8. Resources

There is a central store of More Able teaching aids and resources. Resources are reviewed annually and ordered as necessary. We value experiences and people with experience or specific skills sets as resources, and use them as frequently as possible.

9. Assessment and Recording

The identification of More Able pupils is a process in which all teaching staff has a responsibility, but is overseen by the More Able Leader. We use a multi-faceted approach and a range of strategies to identify More Able pupils. The identification process is ongoing and begins when pupils join our school. The identification strategies we use are as follows:

- Teacher observation and assessment
- Checklists (created by subject leaders and More Able Leader)
- Background knowledge of previous educational establishments
- consultation with parents
- consultation with pupils
- work scrutiny
- Testing such as Foundation Stage Profile assessment, SAT's results and teacher assessments

10. Monitoring and Review

The monitoring of the More Able cohort is the responsibility of the More Able Leader in consultation with the Head Teacher. Monitoring will be carried out through work sampling, classroom observations, pupil voice, planning scrutiny and the analysis of assessment data. Results are compared with the expectations generated by baseline assessments.

This policy will be reviewed on a two yearly cycle and should be read in conjunction with the safeguarding policies and procedures.