



More Able Policy

RATIONALE

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. The teaching we provide makes learning challenging and enjoyable and enables every child to reach his or her potential.

Provision for our More Able children will occur within the classroom and during extra-curricular activities at school and at home. This policy should be read alongside our Personal Social Health Education policy, our curriculum policies and our Inclusion policy.

AIMS & OBJECTIVES

This policy is intended to support the following aims:

- The raising of aspirations for all pupils
- High expectations of achievements for all pupils
- The opportunity for children to generate and guide their own learning
- To ensure all children receive an education that meets their needs and abilities
- To encourage high quality teaching and learning and when appropriate enrichment opportunities that inspire and challenge
- To employ a wide variety of methods of recognition of potential and compile a More Able and Talented register

Definitions

More Able: Demonstrate a higher ability than expected of their peers and often require differentiated tasks and opportunities to learn through challenges or external stimuli.

Most Able: (Top 2%) will be working at a significantly higher level than other learners in the class and will sometimes require additional or different provision. (Greater depth or Mastery)

Talented: has a specific ability in a non-academic area. These may include:

- Physical talent
- Creativity
- Performing abilities

More able pupils can:

- be intensely focused
- ask insightful questions
- see beyond the obvious
- thrive on complexity
- make abstract connections
- Provide creative and original solutions.

They can also be:

- good all-rounders
- high achievers in one area

- of high ability but with low motivation
 - of good verbal ability but poor writing skills
 - very able with short attention span
 - very able with poor social skills
 - keen to disguise their abilities
- (Deborah Eyre, 1993)

IDENTIFICATION

The specific procedure will vary, but will include elements of the following:

- Ensure that our judgements of more/most able and talented children are consistent by regular discussion and moderation.
- Information from previous teacher, pre-school or school.
- Identification by staff, using professional judgements, class work and test/ assessment results.
- Discussion with pupils and peers.
- Information from parents and carers
- Information from club leaders
- Children's responses to challenges, opportunities to think creatively and take responsibility
- Pupil progress meetings

These assessment procedures are all used in combination to identify our more/most able and talented pupils.

Provision

We believe that effective provision can be made within the classroom, through high quality teaching, a stimulating, purposeful, relevant, well planned and differentiated curriculum, which is delivered having regard to the individual learning styles of each child and personalised to suit his/her needs and interests.

Teachers in our school plan carefully to meet the needs of all our children. We understand the importance of establishing what prior knowledge, understanding and skills pupils have so as to avoid unnecessary repetition of work, which is extremely de-motivating. For all pupils lack of motivation and challenge leads to boredom and often to behavioural problems.

We are aware of the danger of assuming that able and more able children will 'get along whatever' and aim to plan carefully and specifically to meet these children's needs and to allow them to reach their potential.

Classroom provision

- Tasks are designed to take account of levels of existing knowledge, skills and understanding, using AFL to increase pupil participation in planning and evaluation.
- Teaching styles are varied to support all learners
- Teachers have high expectations and ask challenging questions.
- Planned extension opportunities use higher order skills or open-ended tasks, not more of the same, but instead of, more routine work.
- Thinking and study skills are developed
- Creativity is actively fostered.
- Small group work is undertaken and when appropriate, children are grouped by ability.
- Homework is differentiated.
- All teaching staff attend in-service training to review and develop their awareness of the needs of our more/most able children.

- Planning of more/most able or talented pupils is discussed at pupil progress meetings and support planning meetings. These are attended by class teachers, inclusion leader and headteacher.

School Based Provision

- Clubs, working groups and school council
- Ability groups where appropriate
- Enrichment opportunities
- Performance opportunities
- Themed days/weeks
- Workshop from visiting theatre groups, dance instructors, artists.
- Partnership with secondary schools or wider community
- Posters and displays that create a positive ethos that focuses on success and achievement- and on the value of having a go.

Out of school provision:

- Drama and dance groups recommended and encouraged.
- Active promotion of sporting clubs and activities
- Local and national schemes, competitions and festivals promoted

MANAGEMENT STRATEGIES

The Inclusion Leader is responsible for the provision and practice within the school. The role includes:

- Ensuring the register is up to date
- Monitoring teachers' books to ensure that suitable tasks and activities are being undertaken by more/most able children;
- Regularly reviewing the provision through pupil progress meetings and support planning meetings;
- Monitoring the progress of more/most able, children through termly discussions with teachers;
- Supporting staff in the identification of more/most able children;
- Providing advice and support to staff on teaching and learning strategies for more/most able children.
- Liaising with parents, governors and LA officers on issues related to more/most able children.
- Liaising with secondary schools during transition.

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