

# CORSHAM PRIMARY SCHOOL

## More Able Pupils Policy



Reviewed: January 2021

Policy Ratified by the Governing Body: January 2021

Next Review Date: January 2022

**CORSHAM PRIMARY SCHOOL**

**Policy for the More Able Child**

This policy should be read in conjunction with the Learning and Teaching Policy, Equal Opportunities and Inclusion policies.

**Rationale and Aims**

Corsham Primary is committed to the principles of equality of access and opportunity, fair treatment and the equal value of all individuals, irrespective of ethnicity, socio-economic background and circumstances, nationality, religion, age and any other difference. Pupils who are more able have particular needs that require fostering in order to enable them to make progress in line with their special abilities.

This school acknowledges the potential of each individual pupil and is aware that some children have exceptional abilities. We strive to identify, value and celebrate all the gifts, talents and abilities of our children, and to help them reach their full potential as confident, independent and enthusiastic learners.

We seek to support the More Able within our school through a broad range of opportunities allowing them to maximise their potential. This reflects the school's motto of being "Caring, Positive and Stimulating".

- We aim to give More Able children opportunities to develop their specific skills or talents whilst ensuring the whole development of the child including socially, spiritually, physically and intellectually.
- We seek to be inclusive in our approach and aim to provide opportunities for all our pupils to reveal, display and extend their abilities, through access to a nurturing and enriching learning environment, where all pupils have the opportunity to demonstrate and develop their unique gifts, talents and abilities.
- We aim to provide personalised learning opportunities to promote independence and self-assessment, and to encourage deep learning.
- We believe that children must not only learn what to study, they must learn how to study, in order to become confident life-long learners.
- We believe that supporting the needs of More Able pupils is a factor in raising the achievements of all our pupils.
- We believe in providing appropriate challenge within the broad and balanced curriculum of the school.

### **Definition of More Able**

Currently Ofsted uses the term 'More Able' in primary schools and 'Most Able' in secondary schools. The DfE and Ofsted define the more able in terms of those who progress and attainment significantly exceed age-related expectations.

'Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.' (NACE – National Association for Able Children in Education, February 2016)

### **Identification**

The identification of More Able pupils is an ongoing process and children will be identified both quantitatively and qualitatively from:

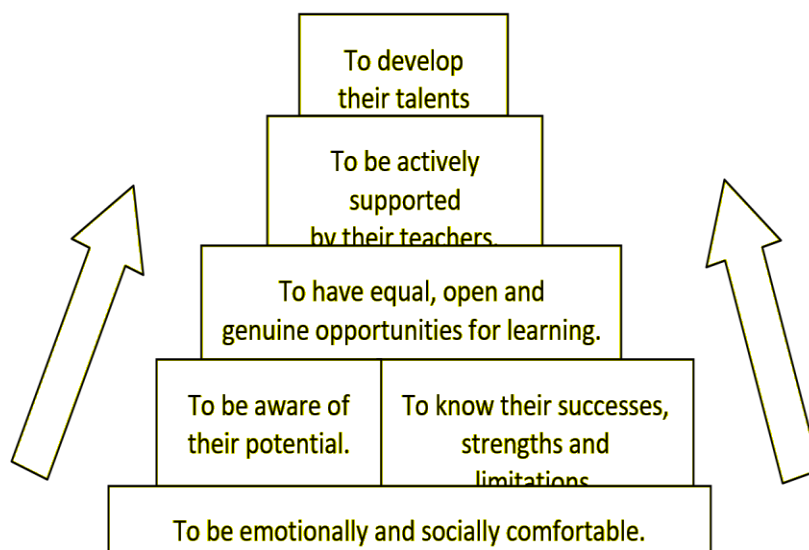
- Pre-School reports
- Very high PIPs/Baseline Assessment results in literacy and numeracy
- Parent or Teacher nomination
- Information passed on by other schools
- Generic checklists designed to assist teachers with initial identification
- Teachers' professional judgment and experience through observation of pupils; rates of progress in acquiring relevant knowledge, skills and understanding
- Early high reading level
- Peer assessment for example children may know who shows particular talent in out of school activities such as ballet or swimming.
- Teacher assessments within our system: exceeding age related expectations for their year group.

### **Provision**

The intention of the National Curriculum is that children operating at a significantly above age related expectations to their peers are identified, and appropriately differentiated learning is supplied in order to provide depth and breadth to their learning. Most More Able children, will be acknowledged and their needs addressed within the normal classroom, just as children with special educational needs are noted and their needs addressed.

Our school maintains a register of children identified as more able. This is intended to raise the profile of the child within school, ensuring that both current and future teachers are aware of their ability, and prepare appropriately differentiated activities and opportunities for a broader and deeper learning experience. It also serves to affirm with parents that the school recognises their child's ability.

We understand the needs of the more able pupil in the following terms, as advised by the National Association for Able Children in Education (NACE):



A range of classroom strategies are deployed to develop the full learning potential of our more able children.

These include:

- provision of extension activities to use their new skills as the other children are given the chance to consolidate the skill;
- open-ended questions which encourage the children to search for ways of answering;
- not giving merely repetitious work in areas that they have already mastered;
- varied lessons that, across the school year, will cater for a range of learning styles; opportunities for independent learning, research and pursuing personal interests and ideas;
- social learning through collaboration with peers.

We aim to, within the principles of inclusion for all pupils:

- Identify opportunities for differentiated learning and for open ended home learning
- Extend the children's learning
- Provide opportunities for access to varied Computing programmes
- Develop and provide opportunities for personalised learning
- Consider pairing or grouping children to maximise the quality of teaching and learning
- Encourage children to take part in extra-curricular activities and clubs both in and out of school
- Liaise with the Corsham School or other experts if specialist advice is needed
- Liaise with the LA who may be able to provide further help and information
- Give children opportunities to attend courses provided by the Authority and encourage them to take part in these

In order to ensure that all pupils have the same opportunity to access additional provision the school will seek to financially support pupils whose parents are in receipt of Income Support Benefit.

### **Teacher and pupil skill development across the curriculum**

- We will promote the teaching of questioning skills
- We will promote the teaching of thinking and problem solving across all curriculum areas
- We will ensure regular opportunities for CPD/ INSET
- We will ensure opportunities for skills development for all staff
- We will promote a culture of determination to succeed
- We encourage and celebrate special ability through musical, sporting and dramatic performances, and art work through assemblies, presentations, commendations-and certificates etc.

### **Monitoring, Assessment and Review**

The school has a More Able subject leader who oversees all aspects the subject. Teachers and senior managers are consulted to identify eligible More Able pupils and monitor their needs and progress.

The subject leader:

- Ensure all teachers are involved in identifying More Able pupils annually and as and when required as a whole school process
- Liaise with colleagues to develop effective methods of collecting and monitoring data pertaining to More Able pupils
- Ensure the needs of More Able pupils are being met
- Maintain and keep appropriate records of More Able pupils
- Maintain and develop established links with preschool settings for information exchange
- Provide continuing professional development to raise staff awareness of the characteristics and needs of More Able pupils
- Conference More Able pupils and if necessary organise a mentoring scheme
- Provide information for the Governors
- Review the policy annually

### **Transition**

On transition, to another class in school or to another school, we will ensure that information on identification, assessment and individual attainment and achievement will be recorded and shared. This will ensure continuity and progression in curriculum provision. Where pupils are transferring to another school, a liaison meeting will take place with the designated teacher from the receiving school.

## **Responsibilities**

### ***Staff***

All staff in school have a responsibility for More Able pupils. It is the responsibility of every teacher to provide an appropriate curriculum for More Able pupils in their classes.

Monitoring and evaluation procedures in every subject include the monitoring of planning and differentiation in all classes.

Members of staff access CPD which focuses on More Able Pupils. Staff have opportunities to attend training courses organised through the Local Authority.

### ***Pupils***

Children should be involved in articulating what helps them to be effective learners. They should be given opportunities to:

- contribute to the identification process through self-nomination
- develop the language to discuss the process and progress of their learning
- self and peer assess
- raise their awareness of their own preferred learning styles
- provide feedback on the quality of the learning process
- participate in setting targets for learning including how they will evaluate the outcomes.

This will enable our pupils to develop strategies for working successfully within a range of contexts so that they become more diverse and effective learners.

### ***Parents/Carers***

Parents and carers are entitled to know that their child has been identified as More Able. They will also need to know what provision is made for their child's educational needs, therefore parents of More Able pupils will be sent home a letter at the beginning and end of the year to outline that their child has been identified as More Able and the provision that will be put in place. We know that many parents find it helpful to meet with other parents who have More Able children. We can facilitate this by offering a meeting space.

Parents and carers have a responsibility to keep the school informed of any additional provision they are making for their child at home and to be understanding of the legal, social and financial parameters the school works within.

## **Success of the Policy.**

Evidence of the success of the policy:

- **Our More Able children are happy, secure and excited about their learning.**  
Discussion with teachers, class observations and individual pupil conferencing confirm that pupils on the More Able register are happy and relaxed in school.
- **Children accessing learning at their own level and not at the general level of the class.**

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Teachers' planning indicates children who need to be extended by providing extension work or challenges. This demonstrates that the needs of More Able children are being catered for on a daily basis.

- **More Able pupils perform well in advance of the average for their peers in their area or areas of ability**  
Review of Classroom Monitor data and class records will show that children are performing above their peers in their area/s of talent.
- **The development of the whole child continues, as well as developing their particular skills and interests**  
Review of Classroom Monitor data and class records show that children are making outstanding progress in all areas of the curriculum, not just in their areas of strength.

### **Equal Opportunities**

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in antidiscrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Published Equality Information.

### **Rights of the Child**

Corsham Primary is a UNICEF *Rights Respecting School* which promotes the Convention of the Rights of the Child. This policy underpins Article 29 of the convention:

**Aims of Education:** Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents, for his or her cultural identity, language and values and for the cultural background and values of others.