



MORE ABLE PUPILS POLICY

Rationale:

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 2010).

National Curriculum 2014: 'Teachers set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standard'. (Department for Education, 2013).

Ofsted: Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so that they can go on to achieve the best they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels (Sean Harford, Ofsted National Director of Schools, March 2015).

Danemill Primary School's Vision: we aim to create a happy, caring and secure environment where children enjoy their learning and flourish and achieve their full potential, both academically and socially. We are committed to meeting the needs of each individual child, giving them equal access to a broad and balanced curriculum. We encourage good liaison between the school, parents, governors and the local community. We aim to equip the children with the skills to contribute fully to school life and the wider community in which we live. We encourage children to adopt a healthy lifestyle.

At Danemill Primary School we are committed to working for quality of opportunity for all our pupils. We recognise children as individuals with unique personalities, skills and abilities. We provide teaching which makes learning challenging, engaging and exploratory, in order to achieve a greater depth of understanding and enable children to reach their potential.

We also recognise that within our school there are a number of pupils whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures resulting from this. It is accompanied by guidance for staff on strategies to meet the needs for the more able pupils.

We aim to:

- Identify the more able pupils
- Provide opportunities for these pupils to be independent and creative in their learning
- Celebrate high achievement
- Recognise the talents that pupils at our school have

Our definition of more able pupils:

‘More able’ pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Within this will be a smaller number of children who show exceptional abilities in one or more subjects in the statutory school curriculum. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership.

Identification:

Children who demonstrate this described level of performance may be identified using a range of methods:

- Teacher assessment/observations
- Teacher identification using an awareness raising checklist of characteristics (see staff guidance document)
- Test/SATS performance
- Information from parents and carers
- Information from the previous teacher/school or another professional e.g. sports coach, peripatetic music teacher.

Those children identified will be recorded on the More Able Register and identified in our assessment tools. This register will be updated at least annually, or as required during the year. The progress of the more able children will be monitored at half-termly Pupil Progress meetings and used to inform provision planning.

Provision in the Classroom:

At our school, every pupil 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 more able children engaged and provide them with deeper thinking

challenges, questioning, problem solving and independent, open-ended learning. This is supported by individual target setting and appropriate grouping arrangements. We aim to create an ethos where pupils feel proud to achieve excellence and where 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.

Outside the Classroom:

We aim to provide activities that will enrich and extend the experiences of our more able pupils. We provide a varied programme of specialist teachers, more able workshops, after school clubs, visiting experts and curriculum days/weeks.

Monitoring:

The progress of the more able children will be monitored at half termly Pupil Progress Meetings and used to inform provision planning. We use assessment to inform provision and planning and then review progress to once again inform planning and delivery. Information on more able pupils will be provided on transfer between classes and between schools.

Roles and Responsibilities:

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

Class Teachers will:

- Take steps to identify the more able pupils using the methods identified in this policy
- Assess the progress of more 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 LSAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the more able pupils
- Regularly review provision

The More Able Coordinator and the Head of School will:

- Ensure all staff involved with identified children know of their particular needs
- Update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs
- Monitor the progress made by the more able pupils

- Ensure that provision for the more able is reflected in scrutiny and moderation activity, pupil interviews, lesson observations, work sampling and Pupil Progress Meetings.

The Advisory Board will:

- Have oversight of policy and provision for the more able and review this through Advisory Board Meetings

Working in Partnership with Parents and Carers:

Our school actively promotes a culture of school-parent partnership in order to enable each child to reach their full potential. Parents and carers are warmly welcomed to speak to their child's Class Teacher, the More Able Coordinator or Head of School throughout the school year to discuss any matter.

This policy should be read in conjunction with the:

- *Inclusion and SEND Policy*
- *Accessibility Plan*
- *Curriculum Subject Policies*
- *Assessment Policy*

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