

St Martin's C of E Primary School Policy for More Able children

Introduction

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment. Our school will have, at any time more able pupils who are working at greater depth in one or more areas of the curriculum. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes.

The definition of Greater Depth Learners

Working at greater depth means that a child has mastered the learning expected for their age and stage, and is, therefore able to delve into it in more detail, being able to explain what they have been doing to others, including explaining to others what they have been doing.

These pupils are achieving, or have the potential to achieve, at a level significantly beyond the rest of their year group.

As a school we are focussed on each child achieving their full potential and providing a variety of opportunity for them to feel recognised in their own way. Catering for pupils who are more able (working at greater depth) enables us to ensure that we are reaching the full spectrum of children who make up St Martin's C of E Primary School.

What are our aims?

- To ensure that children continue to develop their potential irrespective of race, gender, culture, religion or ability.
- To provide all pupils with activities, both in the classroom and outside that are challenging and take into consideration the different learning styles of the children.
- To allow opportunities to extend and develop learning for those children who are more able so that they work at a greater depth than their peers.

What are our objectives?

- To develop a whole school approach towards planning the provision and support for the more able child.
- To develop appropriate learning resources that challenge the more able pupils and encourage the use of higher order thinking and learning skills.
- To ensure planning is differentiated for the more able child.
- To provide work and experiences of a suitably challenging nature.
- To develop the child intellectually, artistically, creatively, socially, morally and spiritually.

Who will support your child?

Miss Buff is the school's More Able Leader. She works alongside the Senior Leadership Team, Teachers and Subject Leaders:

- To ensure Quality First Teaching (QFT) for all pupils throughout the school, which includes catering for different learning styles.
- To track the progress of all children through the use of assessment to ensure that each child has access to a broad, balanced and exciting curriculum which both supports and challenges learners.
- To ensure that evidence is collected on an ongoing basis to support any identification and to successfully track the progress of these children.

Additionally, the More Able Leader will:

- Set up and maintain a register of pupils deemed to be working at greater depth.
- Gather names from a variety of data sources and from teachers of identified pupils from all subject and learning areas.
- Monitor the progress of those on the register through assessment data and external evidence.
- Liaise with class teachers to support provision for more able pupils, increasing the awareness of the needs of identified pupils.
- Establish and develop effective links with receiving Secondary schools or other Primary schools and ensure the transfer of relevant information.

The Head Teacher will:

- Ensure that appropriate time and resources are made available for effective management of the needs of the more able children within the school.
- Ensure that there is appropriate curriculum flexibility to meet the needs of more able children.

The Governors will:

- Ensure that the school is meeting its statutory duties in respect of more able children through regular Full Governor Body Meetings.

How do we identify a more able child?

Children are identified as more able if they are working at least one level above their peers or show a particular talent in sport and/or the arts.

Processes:

- Teacher's professional assessment.
- Half Termly standardised tests of ability and attainment.

Monitoring:

- Pupils on the register will be reviewed each half term following the school assessment procedures linked to pupil progress meetings, to justify their continuance on the register.
- New pupils to undergo school assessments and an analysis of their previous school's test results and if appropriate will be placed on the register.
- Pupils may be placed or taken off the register during the school year in consultation with the Class Teacher, Subject Co-ordinator and the More Able Lead.

Register:

Children identified will be placed on a register and consultation will take place with the More Able Lead Subject Co-ordinators and Class Teacher. Parents and children should also be consulted and their views taken into account. The register will be updated each half term.

More able children in English are identified when they:

- Demonstrate relatively high levels of fluency and originality in their conversation;
- Use research skills more effectively to synthesise information;
- Enjoy reading and respond to a range of texts at a more advanced level;
- Use a wider vocabulary, and enjoy working with words;
- See issues from a broader range of perspectives;
- Use more advanced skills when engaged in discussion.

More able children in mathematics are identified when they:

- Explore a broader range of strategies for solving a problem;
- Are more curious when working with numbers and investigating problems;
- See solutions more quickly without needing to try all the options;
- Look beyond the question in order to hypothesise and explain;
- Work more flexibly and establish their own strategies;
- Enjoy manipulating numbers.

However, we recognise that the names we give to these pupils are not as important as the provision we make for them.

Entitlement of Provision

More able pupils are entitled to a curriculum and a style of teaching which allows them to continue, and indeed accelerate, their area of strength. This is underpinned by the following key principles:

- Rigour and depth in subject matter – more able learners should have the opportunity to access a wider curriculum to a greater depth and have the chance to explore it for themselves,
- Open-endedness – closed questions and tasks kill the level of challenge. More able learners should be given the tasks that do not have a clear limit or predetermined outcome. This can apply to homework also,
- Problem-solving – more able learners are often excited and enthused by problem solving, working out things for themselves rather than being told them,
- Creativity – allow children the chance to choose (and justify this choice) how they respond to a task or to have tasks that demand a high degree of creativity,
- Celebrating intellectual curiosity – classrooms should all celebrate the geek, the nerd or the brainbox and teachers should not be shy in acknowledging, nurturing and celebrating excellence,
- Co-construction and independence – more able learners should have the opportunity to shape and review their own learning and be given the responsibility to learn for themselves.

It is believed that all pupils will in fact benefit from adherence to these principles and that over time more pupils will have the opportunity to be considered to be working at greater depth as a consequence.

How will we support your child?

- Quality First Teaching - linked to St Martin's Co of E School's principles of 'Caring, Learning and Smiling Together'.

Provision for most able children will be enhanced inside the classroom by:

- Enrichment and extension
- Working with others of like ability
- Differentiation
- Higher order questioning
- Challenge within subject areas
- Applying skills & understanding across curriculum areas.
- Development of thinking skills
- Subject peer mentor
- Modelling

Provision for more able children will be enhanced outside the classroom (when possible) by:

- Enrichment days
- Musical and sporting opportunities.
- Working with outside agencies and specialists in workshops.
- School clubs

Wider Provision for more able children:

In helping to meet the needs of the more able children the school will, where relevant, involve:

- The Educational Psychologist.
- Subject specialists.
- Other local schools.

Partnership with Parents

- Parents will be informed that their children are working at greater depth and will be kept up to date with progress during Parent Consultation evenings.
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Inclusion

More able pupils have equal access to all aspects of the curriculum and school life. Pupils are encouraged to fulfil their potential in the subjects in which they are working at greater depth, without reducing the breadth of their curricula and personal experience of sporting activity or social times. The school's aspect policies will be adhered to at all times. The register will be cross-referenced to the SEN Code of Practice.

Pupil Premium

Pupil Premium funding is money aimed at ensuring all children reach their potential. The funding should be used by the school to meet the needs of individual children identified as being entitled to Free School Meals. Children identified as more able should not in any way be excluded from the Pupil Premium funding. Provision –within Pupil Premium - is based solely on deprivation and not on academic, sporting or artistic ability. At St Martin's C of E Primary the Pupil Premium budget will be used to ensure that more able children continue to make good progress by using the money to support learning; overcome barriers and provide a broad and varied extra-curricular programme. Financial support will be made to ensure that children do not miss educational opportunities due to hardship. Money could be used to help talented children seek expert advice, teaching and coaching from outside the school. Pupil Premium resources will be used to target more able children on free school meals to achieve higher levels of attainment.

Health and Safety:

The health and safety policy will be adhered to at all time. Any provision for more able children must adhere to the school's health and safety policy.

Monitoring and Evaluation

The Inclusion Leader, senior members of staff and subject co-ordinators will monitor and evaluate provision for more able children through the schools monitoring process, including:

- Learning walks
- Planning moderation
- Book moderation
- Pupil interviews
- Data analysis
- Evaluation summaries

Monitoring outcomes and evaluation actions will be reported termly to the Governing Body

This Policy will be evaluated and amended as necessary.

Reviewed September 2020