

Duddon Saint Peter's School



More Able Policy

All children are entitled to a broad, balanced and relevant education which provides challenges and takes individual differences into account. We are committed to providing an environment which encourages all pupils to maximise their potential or personal achievements; this includes pupils who are recognised as More Able. We must ensure that these children are identified, challenged and supported in order to ensure that we are meeting their individual needs. Research shows that making provision for More Able children means that standards of achievement are raised for all children.

Aims

- To foster a culture of achievement throughout the school which celebrates both effort and achievement in a wide range of areas and to raise the aspiration for all pupils.
- To identify children who are more able within an area of the curriculum as early as possible.
- to identify children achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness.
- to identify children with the potential to perform at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness.
- to provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the curriculum and through enrichment beyond it.
- to encourage all pupils to be independent learners.
- to provide work at appropriate levels, provide opportunities for pupils to work with similar peers and a range of extra-curricular activities.
- to support and make more effective the transition of more able children to secondary school.

Definition

According to National Guidelines, More Able are those pupils 'who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group.' The term is understood as referring to the most able children in the national population, referring to the top 5%, with reference also to those children who have the ability to attain a

standard well above their peers. Within our school, we recognise that some children will be More Able and some children will be exceptional, that is, working a year ahead of their peer group and therefore having mastered the objectives set for that year.

We appreciate that More Able children can include children that are gifted and talented within certain areas of the curriculum:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

Within the school, it is recognised that gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills

It is also recognised that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Identification

- A range of strategies is used to identify more able and very able children. This includes information from staff, pupils, parents and carers. There is a particular need to identify More Able children who are underachieving. Typical characteristics of such children are low self-esteem, academic avoidance behaviour, poor study skills, poor peer acceptance and lack of concentration.
- More Able pupils are identified by making a judgement based on an analysis of various sources of information including:
 - ◆ prior attainment records (test scores/end of key stage SATs scores/in house tests)
 - ◆ teacher assessments/nomination in core subjects
 - ◆ class profiles
 - ◆ discussion with parents/pupils
 - ◆ subject specific checklists
 - ◆ On-going assessment using open/differentiated tasks (identification through provision) Individual level of ability is not fixed and may develop significantly over time.
 - ◆ collation of evidence (i.e. individual pupil's work)
 - ◆ reading test scores
 - ◆ Children achieving levels of mastery within a subject

Provision of teaching and learning

A More Able Co-ordinator is responsible for More Able development. On the basis of needs analysis, targets will be set and appropriate provision planned.

Strategies within the classroom:

- varied and flexible grouping within a year group
- vertical grouping across year groups when appropriate
- higher level work within small groups for very able pupils
- upward differentiation/extension in schemes of work
- teaching thinking skills in a subject context e.g. problem solving, decision making
- asking higher order questions which encourage investigation and enquiry- mastery
- Developing a deeper conceptual knowledge
- setting clear and challenging targets
- enabling children to carry out tasks unaided, evaluate their own work and become self-critical

Support

We provide a variety of enrichment opportunities which include:

- residential experiences
- opportunities for artistic, musical, dramatic and sporting development
- enrichment opportunities within and beyond the core subjects
- opportunities to attend gifted and talented workshops
- competitions

Responsibilities

The Head teacher will be responsible for:

- overall policy setting
- the depth and breadth of the curriculum
- whole-school assessment and monitoring systems
- leading/facilitating staff in their provision for the more able
- liaising with the More Able Co-ordinator

The More Able co-ordinator will be responsible for:

- monitoring the implementation of the policy
- compiling and maintaining an up-to-date register of more able children
- monitoring and co-ordinating provision for children on the register
- monitoring and developing CPD through appropriate INSET/Cluster meetings
- supporting and monitoring curriculum planning to ensure differentiated provision
- ensuring the transfer of relevant information on the cohort to secondary schools
- identifying resources to facilitate the teaching of more able children
- liaising with the Head teacher and teachers

The class teacher will be responsible for:

- identifying and monitoring the performance of the more able in their class
- setting appropriate targets for the more able in their class
- ensuring appropriate provision through differentiated planning

- using appropriate resources to challenge the more able
- reporting to parents and others on the progress of the more able
- collecting examples of exceptional work
- liaising with More Able Co-ordinator

Monitoring and Evaluation

This policy and its effectiveness will be reviewed annually. The class teacher will be responsible for reporting on the progress of the more able children within their class against the targets set for individuals.

Signed:

Governor responsible

Signed:

Head teacher

Date: *January 2016*

Date of review *Spring 2017*

More Able criteria for identification of pupils

Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has a wild, silly idea
Works hard	Plays around yet tests well
Answers the questions	Discusses in details, elaborates
Is in top group	Is beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Is an inventor
Good at memorising	Good at guessing
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical