



Parwich Primary School

More Able Children Policy

Review every two years

Introduction

At Parwich, we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. Children thrive from challenge and should be entitled to opportunities in which they can maximise their potential. We endeavour to help pupils develop their skills and abilities intellectually, physically, artistically and creatively.

Within our school, organisation and creativity of the curriculum enables More Able children to develop deeper understanding of subjects beyond expectations of their age range. As proactive staff, we have a responsibility to identify these children and support and deepen their knowledge or skill.

The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'more-able'.

Definition of More Able

'More Able' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects and/or who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

Aims and objectives

Our aims:

- To provide high quality curriculum and effective teaching;
- To identify More Able pupils;
- To enable More Able children to develop to their full potential;
- To offer children opportunities to generate their own learning;
- To ensure that we challenge and extend More Able children through the work that we set them;
- To encourage More Able children to think and work independently;
- To provide opportunities to extend and challenge pupils through mastery tasks;
- To give opportunities in all curriculum areas, to develop talents, creativity, work at greater depth and develop problems solving and reasoning skills;
- To work in partnership with home and school.

Identification of More Able Children

We use a range of strategies to identify More Able children. The identification process is on-going, and begins when the child joins our school.

Children will be identified using a range of techniques:

- Information from Early Years Setting;
- Baseline Assessment on entry;
- Analysis of information from ongoing teacher assessments and test outcomes;
- Standardised and scaled scored tests;
- Ongoing class based assessment –careful record-keeping, collation of evidence, e.g. samples of pupils' work by class teachers;
- Teacher observation of social and leadership skills;

- Teacher observation of sporting activities / art work completed;
- Discussion with colleagues and subject coordinators;
- Observations and advice from subject coordinators;
- Consultation with parents.

More Able children are more likely than most to:

- Think quickly and accurately;
- Work systematically;
- Generate creative working solutions;
- Communicate their thoughts and ideas well;
- Be determined, diligent and interested in uncovering patterns;
- Achieve, or show potential, in a wide range of context;
- Show great sensitivity or empathy;
- Demonstrate particular physical dexterity or skill – excel in P.E lessons;
- Make sound judgements;
- Be outstanding leaders or team members;
- Be particularly creative – excel in art lessons;
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum;
- Demonstrate high levels of attainment across a range of subjects or within a particular subject;
- Be able to use a high level of mastery in order to work with the curriculum objectives taught.

Provision

Provision will be made for these children within the normal class teaching. More Able children may need to be provided with enrichment or extension activities within and beyond school to promote their skills and talents further. School Council gives those children who are defined as leaders or role models opportunity to display outstanding leadership and/or social skills.

While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. At Parwich, we value the individuality of all our children.

We aim to:

- Create an ethos where it is okay to feel good about achieving excellence & celebrate achievement;
- Encourage all pupils to become independent learners;
- Provide a wide range of resources to accommodate the needs of able pupils;
- Offer opportunities for the More Able pupils to work independently or with older pupils of the same Ability;
- Involve pupils in decision-making; for example, as members of the School Council, we encourage pupils to carry out extra research work;
- Encourage pupils to participate in out of the classroom activities;
- Ensure that provision of More Able pupils is embedded in all aspects of school life;
- Support the effective transition of More Able pupils to the next stage of education;
- Support children to deepen their knowledge and provide opportunity for them to work at 'greater depth';
- Encourage parents and carers to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities, providing resources and opportunities at home and setting realistic targets;
- Provide a whole range of extra-curricular activities for all pupils and will endeavour to provide activities that enable More Able pupils to extend and challenge their skills;
- Promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc. These are shared in Celebration Assembly;
- Provide opportunities for 'greater depth' and 'mastery' within our curriculum.

What is 'Working at Greater Depth'?

Working at greater depth means a child has mastered the learning expected for their age and stage, and is therefore able to delve into it in more detail.

In the case of maths, for example, children who are working at greater depth are encouraged to reason more precisely, deal with more complex problems and presentation, suggest multiple strategies and approaches to solving calculations, and compare different approaches, taking efficiency into account.

In English, working at greater depth might look like using different sentence types and lengths, being aware of how their audience affects their tone and style, or writing with a 'reader's eye', re-reading and editing their own work to ensure it's enjoyable to read.

Some of the characteristics of a child who is working at greater depth include:

- Applying what they have learned in one area of a subject to other areas;
- Applying their knowledge consistently, confidently and fluently;
- Being able to explain what they have been doing to others, including teaching other children what they have learned.

Whole School Provision

Whole school strategies currently available:

- Targeted pupil feedback in maths, reading and writing that encourages greater depth;
- Differentiated planning and activities according to the learning needs of the individual;
- Enrichment and extension activities which add breadth and depth to the curriculum;
- Accelerations where appropriate;
- Ability to work out of year group with children working at the same ability;
- The encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates;
- The encouragement to enter competitions outside of school;
- KS2 sketch books provided, where children can demonstrate their strengths and individual creativity;
- School productions, church services, School Council presentations, dance performances and class assemblies to challenge and extend the more gifted artists, speakers, singers, dancers and actors;
- Enrichment days, as well as cross-curricular projects, when the normal timetable is suspended and pupils are offered challenge and responsibility;
- After school clubs to extend the curriculum further.

Class-Based Strategies

Through effective planning, assessment, record-keeping, we aim to:

- Provide problem solving and investigation activities to develop reasoning, questioning and thinking skills;
- Encourage all children to become independent learners and discerning questioners;
- Analyse attainment data in order to identify those pupils who have the potential to reach high levels of performance;
- Differentiate appropriately and plan work so that there is extension material for the more able children;
- Set differentiated homework, if appropriate;
- Ensure pupils achievements match their potential ability.

Monitoring

We aim to ensure:

- All teachers are involved in identifying more able children annually as a whole school process;
- All teachers will assess the progress of pupils through normal classroom practice and whole school assessments;
- Monitoring completed by the Headteacher and individual subject coordinators will check that the whole school curriculum meets the needs of the More Able pupils;
- Lesson observations across the curriculum will check the correct provision is in place for the More Able pupils in our school;
- The governors with responsibility for teaching and learning monitor the school provision for More Able pupils;
- The school provides feedback to the governing body on a regular basis as part of a planned programme;
- The monitoring also includes visits to the working classroom.