



MORE ABLE PUPILS POLICY

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1 Introduction

- 1.1** 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. 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' and 'most able'. We believe that all children under our care are special in their own way and have areas they do well in and that our role is to foster this ability to ensure it grows throughout the children's school career.
- 1.2** At Churchfields, we define 'more able' pupils as those who achieve at a level above average, typically in the more academic subjects, with the 'most able' defined as those who have abilities in one or more subjects in the statutory school curriculum. The most able have the capacity for, or demonstrate, high levels of performance in a subject area and includes children who are leaders or role models and who display outstanding leadership and/or social skills.
- 1.3** 'Gifted & Talented' is a term no longer officially used. It previously referred to a child who excelled in one or more specific fields. 'Gifted' referred to academic ability, and 'talented' referred to artistic, musical and physical abilities. Some organisations and agencies may still use these terms.
- 1.3** Approximately **thirty percent** of our pupils will be considered 'more able' with **ten percent** overall considered the 'most able'. Provision will be made for these children within the normal class teaching, but we will provide enrichment or extension activities to develop their abilities further where appropriate.
- 1.4** 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.

2 Aims

- 2.1** Our aims are to:
- Identify pupils who demonstrate a specific ability in any area of the curriculum
 - Provide CPD opportunities for teachers to become familiar with guidelines and checklists designed to help the identification of the most able pupils
 - Encourage identification of a pupil's particular ability from as many sources as possible
 - Provide appropriate opportunities to ensure that the pupil's particular abilities are developed according to need during their time at Churchfields, the Village School
 - Provide appropriate challenge and stimulation for pupils to develop their particular ability within a whole class approach
 - Provide a differentiated and challenging curriculum which draws upon the entire range of multiple abilities, and intelligences
 - Develop our pupils to become enthusiastic lifelong learners
 - Provide opportunities for pupils to develop their particular ability through extra-curricular activities either at school or outside
 - Provide a topic based enriched curriculum, enabling more able pupils to function at a higher cognitive level, pursuing open ended tasks
 - Equip the school with up-to-date resources specifically geared towards the needs of more able pupils

POLICY & PROCEDURE

- Provide opportunities for more able pupils to feel special with regards to their particular ability, thus developing a positive self-image, sense of satisfaction and achievement

3 Identification of the most able children

- 3.1** We use a range of strategies to identify our most able pupils. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records, as will ongoing scrutiny of achievement and attainment by staff. Teachers will ensure adequate progression and continuity by liaising with other professionals during a pupil's transfer within school and from the school.
- 3.3** As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.
- 3.4** Teachers also make regular assessments of each child's progress and we compare the information from these tests with a range of national and local authority data in order to ensure that each child is making appropriate progress.
- 3.5** Teachers will share information within register with support staff and appropriate visitors to ensure adequate provision at all times.

4 Provision

4.1 *In-Class:*

- Teachers will provide a stimulating, differentiated, engaging and challenging curriculum to enable pupils to develop their higher order thinking skills, communication skills, creative thinking, verbal reasoning, co-operative discussion and respect for others
- Teachers will use a range of open-ended challenges and enrichment activities in a purposeful and inspiring learning environment
- Teachers incorporate enrichment/extension activities within their short term planning
- When planning work for more able pupils, teachers will ensure that emotional, social, intellectual, interpersonal, intrapersonal, creative development and self-esteem are at the forefront of their daily routine
- Teachers will provide tasks that address pupils' learning styles and encourage the promotion of others through the planning of visual, auditory and kinesthetic tasks through independent, pair and group working
- Pupils will be grouped into a minimum of two sets according to their ability for literacy and numeracy
- Teachers will typically use activities (such as 'Deepen the Moment' in English) to challenge and extend the most able pupils within their class
- Teachers will recognise the benefits of pupils working in mixed ability groupings
- Children are able to move to higher year group classes for some or all of their lessons as appropriate

4.2 *Out-of Class:*

- Teachers actively seek out opportunities to engage more able pupils beyond the realm of the National Curriculum within and outside school (including with other schools)
- Teachers use homework as an opportunity to develop and supplement the needs of more able pupils as appropriate
- The school will provide a range of extra-curricular tasks to stimulate and extend our pupils such as clubs, trips, visitors and music. These are particularly effective at extending more able pupils
- Children will have access to specialist teaching if this is deemed appropriate to their particular ability (e.g. peripatetic music teachers)

POLICY & PROCEDURE

- Children are given opportunities to attend events run by outside providers with the specific rationale of addressing more able pupils (e.g. English, maths and science events)
- Staff will research the opportunities available to children regarding scholarships and appropriate summer schools and pass this information on to parents at the earliest opportunity

5 Teaching and learning style

- 5.1** Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:
- a common activity that allows the children to respond at their own level;
 - an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
 - an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
 - the opportunity for children to progress through their work at their own rate of learning;
 - an opportunity to use a range of learning styles.
- 5.2** Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.
- 5.3** We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs, and an after-school mathematics club.
- 5.4** Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.
- 5.5** The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

6 Leadership and Management Strategies

- 6.1** There is a nominated teacher(s) who leads the provision and practice within the school for more able children. The role includes:
- maintaining an up to date register of the most able pupils within the school
 - monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
 - regularly reviewing the teaching arrangements for these particular children
 - monitoring their progress through termly discussions with teachers
 - supporting staff in the identification of these children
 - providing advice and support to staff on teaching and learning strategies
 - liaising with parents, governors and LA officers on related issues as appropriate

7 Monitoring and Review

- 7.1** The leader for our provision for the more able pupils provides feedback to the governing body regularly. Monitoring can include work scrutiny, lesson observations, pupil case studies, questionnaires and pupil conferences.
- 7.2** The leader analyses samples of work from the higher achievers, in order to determine the standards that they are reaching. We use these examples to inform the process of identifying the most able.