

Whitmore Park & Willenhall Community Primary Schools



More Able Policy

Provision for all pupils is a key element of inclusion. Ofsted (2014) will evaluate, 'the extent to which the education provided by the school meets the needs of the range of pupils at the school'. This will include providing for the needs of the children who are identified to be 'more able learners'.

2017-18 - this policy will focus on the core subjects for this academic year. Other subjects will be incorporated in 2018-19.

Rationale

In the Affinity Federation, we ensure that we recognise and support the needs of all our pupils and that every child reaches their full educational potential. We recognise pupils as individuals and provide our pupils with work which is consistently challenging, engaging and investigative in all subjects in all year groups to achieve mastery and deepen understanding. We understand that within our school, there will be pupils who exceed our expectations and their performance is significantly higher than that of their peers. Therefore, we have a responsibility to meet the needs of these pupils and this policy outlines the aims and provisions made to ensure the needs of the more able pupils are met.

Aims

- Identify the more able pupils
- Keep an up-to-date 'More Able' register for the whole school
- Provide more able pupils with a suitable differentiated and challenging curriculum to enable them to meet their full potential
- Provide opportunities for these pupils to be independent and creative in their learning
- Ensure these pupils achieve a greater depth outcome in lessons and achieve Greater Depth in tests.
- Ensure pupil premium pupils are identified as potential more able learners

Identification Characteristics of a More Able Child

More able pupils are those who have the ability or abilities beyond the large majority of their peers and consequently require more challenging learning to extend and deepen their knowledge. The characteristics of a more able pupil may be:

- Shows perseverance and resilience
- Able to learn quickly
- Have a rich vocabulary
- Have an excellent memory
- Have a long attention span
- Logical thinkers
- Reason well
- Show compassion and empathy
- Creative and imaginative
- Inquisitive

These pupils might present themselves in different groups such as:

- Those with outstanding ability, apparent during lessons.
- Pupils with high levels of ability but not achieving a high level
- Good all-rounders
- High ability in one area only
- SEND (ASD, dyslexia)
- Keen to disguise their ability
- High ability with low motivation
- Behavioural difficulties
- Pupils who are pupil premium

Within this, a small number of pupils will show exceptional ability in one or more subjects of the statutory curriculum. In addition to this, we will also celebrate the pupils who are particularly good at helping others or having compassion for others.

The class teacher will identify these pupils using a range methods:

- Teacher assessment
- Test performances
- Information from parents
- Information from previous teacher or other professionals.

The pupils who are identified will be recorded on the Affinity Federation's 'More Able' register. This register is to be fluid and updated regularly at every assessment period or as and when the teacher feels necessary. Changes will be shared with subject leads and SLT.

Provision/Teaching and approaches

In the Affinity Federation, every child has access to high quality teaching through differentiation (matching teaching and learning to the relevant needs of the abilities of all pupils) this may take the form of an extension challenge which goes more deeply into a topic OR enrichment which will go more broadly into the subject. Teachers use a range of flexible teaching and learning strategies to keep the more able pupils interested and challenged. This will include: questioning to develop higher order thinking skills, problem solving, enquiry- based tasks and independent/creative learning. **The more able pupils' needs will be carefully considered when planning each lesson and this will be apparent on the planning for each lesson.** We aim to create an ethos where pupils feel good about achieving to the best of their ability and both achievement and effort are celebrated. Pupils are encouraged to be independent learners and given opportunities both inside and outside the classroom to apply their knowledge and understanding in more depth.

Monitoring and assessment

The progress of the more able pupils will be monitored during the termly assessment periods and during pupil progress meetings. This will be used to inform future provision planning for those pupils. This information will be shared with the more able lead so they are able to track each child's progress. If the class teacher identifies a child as a more able pupil during formative assessment, they will update their more able register accordingly.

Homework

Homework will be set for the more able child at a level which is appropriate to them. This may be a separate piece to the majority of their peers. This may include problem solving or enquiry based work which deepens their understanding of the topic taught.

Parents

The school actively promotes strong partnerships with parents and they will be informed if their pupils are on the more able register for our federation. It will be stressed to parents that identification in our schools is not transferable to other schools as we take into account the top 5-10% of pupils of our school. Parents will also be informed that the register will be fluid therefore at every assessment period, it will be reviewed and that although their child may still be higher achievers, they may not be on the More Able register. Parents will be able to speak with the class teacher or 'More Able' lead to discuss any matter.

Governors

Governors have a responsibility to ensure that all of the pupils' needs are being met. Reports of attainment will be sent out at each assessment period. Regular meetings with governors will address any questions or issues raised.

To be reviewed annually.

Next review June 2018