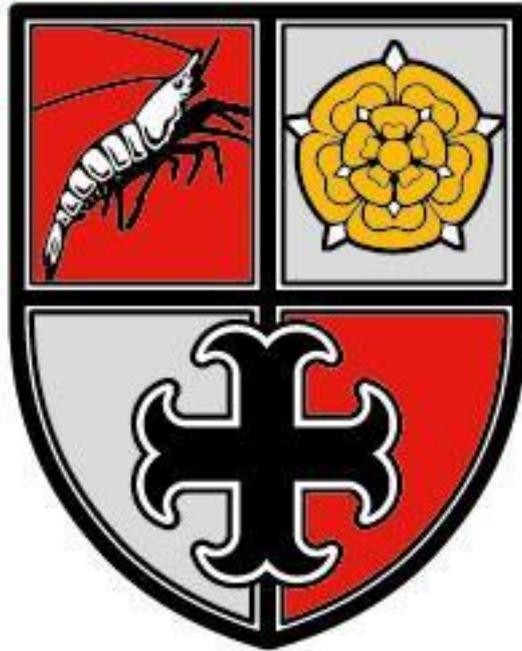


MARSHSIDE PRIMARY SCHOOL



More Able policy

Autumn 2018

Date reviewed by sub committee: AO 02/10/2018

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Chair: Andrew Brown

Headteacher: Katharine Hall

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1. Introduction

At Marshside, we are committed to providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each pupil can aspire to the highest level of personal achievement. The purpose of this policy is to ensure that we recognise and support the needs of those pupils in our school who have been identified as "More able."

In the national guidelines the terms are distinguished as follows: The DCSF (Department for Children, Schools and Families), the predecessor of the Department for Education (DFE) defines able learners as:

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)."

They can be identified in any year and amount to 5 -10% of the school population, although we do not attempt to manipulate individual cohorts to ensure that this is so. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

More Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum. They have the capacity for, or demonstrate, high levels of performance in a subject area. This also includes children who are leaders or role models and who display outstanding leadership and / or social skills.

2. Identification of more able pupils.

We use a range of strategies to identify more able pupils. The identification process is ongoing, and begins when the child joins our school.

In the EYFS, each pupils pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify pupils who are likely to be more able.

Across the school, discussions also take place with parents and carers to enable us to gain further information about a pupil's ability. Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be More able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.

The pupils undertake national tests in Year 2 and Year 6. Y2 data provides teachers with a benchmark to identify those who are more able and are working at a greater depth within the curriculum. Teachers also make regular assessments of each pupil's progress in all subjects of the new National Curriculum in accordance with the new assessment without levels initiative. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each pupil is making appropriate progress.

More able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- 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 or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all more able pupils are obvious achievers. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations.

These pupils may be demonstrating the following in English:

- High levels of fluency and originality in their conversation;
- Use research skills more effectively to synthesise information;
- A passion for reading beyond that which is typically expected, and respond to a range of texts at an advanced level;
- Use a wider vocabulary, and enjoy working with words;
- See issues from a broader range of perspectives – making connections between past & present;
- Ability to perceive & analyse situations from a much broader range of perspectives.

More able pupils may demonstrate the following in Mathematics:

- Explore a broader range of strategies for problem solving;
- 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;
- Derive more enjoyment from manipulation numbers, pattern-seeking & experimentation.

3. Links with School's Assessment Policy

Pupils undertake national tests in Year 2 and Year 6, plus optional tests in other year groups. Teachers also teacher assess pupils in the main core subjects of maths, writing and reading, science and ICT. Formative assessment is daily and ongoing, and feeds into planning and delivery of lessons and future learning for pupils to ensure that all pupils are appropriately challenged.

4. Disadvantaged More able pupils

As with all pupils, the school is committed to ensuring that more able pupils are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged more able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hour

5. Involving parents/carers

Communication with parents is paramount and is an embedded part of the process of identifying and supporting our More Able pupils.

Regular discussions take place between the class teacher and parent/carer either through parents evening or during other meetings before or after school. Staff work with together with parents/carers to identify appropriate provision to ensure that the pupil is being adequately challenged, so they remain motivated in their learning/particular talent.

Staff in school work closely with carers to signpost them to appropriate extra curricular activities. Home learning is appropriately planned to meet the individual needs of all pupils.

6. Teaching and Learning

Our teachers plan carefully to meet the learning needs of all of our pupils. We give pupils the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for pupils learning, such as:

- A common activity that allows pupils to respond at their own levels;
- An enrichment activity that broadens a pupil's learning in a particular skill or knowledge area;
- An individual activity with a common theme that reflects a greater depth of understanding and higher level of attainment;
- The opportunity for pupils to progress through their work at their own rate of learning.

Pupils are familiarised with a variety of organisational strategies as they move through school. These strategies can be used by all pupils, but give due scope to high achievers.

Throughout school we teach pupils in ability groups when teaching phonics, grammar and spelling sessions, English and Mathematics. Teachers regularly review the progress of pupils, and pupils move between the groups as appropriate. This enables teachers to plan work that reflects the ability band of each group. We believe that having a top set is a positive step in getting pupils to maximise their individual progress. Groups are fluid and pupils understand that if they work hard and achieve their best they could be challenged even more in the top group.

7. Management Strategies

There is a nominated leader, currently Lynda McKenna, who with support from the Head Teacher and other senior leaders co-ordinates the provision and practice within the school for more able pupils. This role includes:

- running a register of more able pupils;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by higher achievers;
- regularly reviewing the teaching arrangements for these particular pupils; monitoring their progress through termly discussions with teachers; lesson drop in; and data analysis;
- supporting staff in the identification of these pupils and on teaching and learning strategies;
- liaising with parents, governors and LA officers on related issues.

8. Monitoring & Review

Lynda McKenna, the staff member with responsibility for more able pupils, liaises the governors on the Academic Outcomes sub-committee.

This policy is monitored by the governing body and will be reviewed annually along with other policies that fall under the category of 'inclusion'.