

Burton Leonard Church of England Primary School



More Able Policy

Introduction

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 that have been identified as more able in our school.

More able describes children and young people with an ability to develop to a level significantly ahead of their year group (or the potential to develop those abilities). More able children are those who have abilities in one or more academic subjects, like Maths and English and/or those who have practical skills in areas like sport, music, design or creative and performing arts. Skills like leadership, decision-making and organisation are also taken into account when identifying and providing for more able children.

Provision will be made for these children within the normal class teaching, looking at working a greater depth within mastery in the new curriculum, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

North Yorkshire guidelines state that a pupil may be designated more able at a particular time and may come off the register on the recommendations of staff. A pupil may be more able in one school and not in another, depending on the composition of the school.

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.

Aims

Our aims are to:

- Ensure that we recognise and support the needs of all our children
- Enable children to develop to their full potential
- Offer children opportunities to generate their own learning

- Ensure that we challenge and extend the children through the work that we set them
- Encourage children to think and work independently

Identification of gifted and talented children

More able	Top 5-10% of pupils per school as measured by actual or potential achievement across any, some or all of our curriculum subjects
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We will keep abreast of current thinking and developments in defining and identifying more able children and at Burton Leonard we look at the register for more able children termly. We hold in mind our definition of the top 5-10% when identifying children and through professional discussion make decisions regarding adding/removing children on our register.

We use a range of strategies to identify more able children. We record children's achievements and attainment on entry to school. Teacher/staff/other professional adult nomination, checklists, testing-achievement, potential and curriculum ability, assessment of children's work, parental information, discussions with children/young people. The identification programme is ongoing and begins when the child joins our school. Pre-school records (if available) and discussions with parents and carers give details of achievement and interests in particular areas. He or she may: be a good reader; be very articulate or verbally fluent for their age; give quick verbal responses (which can appear cheeky); have a wide general knowledge; learn quickly; be interested in topics which one might associate with an older child; communicate well with adults – often better than with their peer group; have a range of interests, some of which are almost obsessions; show unusual and original responses to problem-solving activities; prefer verbal to written activities; be logical; be self-taught in his/her own interest areas; have an ability to work things out in his/her head very quickly; have a good memory that s/he can access easily; be artistic; be musical; excel at sport; have strong views and opinions; have a lively and original imagination/sense of humour; be very sensitive and aware; focus on his/her own interests rather than on what is being taught; be socially adept; appear arrogant or socially inept; be easily bored by what they perceive as routine tasks; show a strong sense of leadership; and/or not necessarily appear to be well-behaved or well liked by others.

Aptitudes in English and Maths

More able children in English are identified when they:

- Demonstrate relatively high levels of fluency and originality in their conversation

- Use research skills more effectively to synthesise information
- Enjoy reading and respond to a range of texts at a more advanced level
- Use a wider vocabulary and enjoy working with words
- See issues from a broader range of perspectives
- Use more advanced skills when engaging in discussion

More able children in Maths are identified when they:

- Explore a broader range of strategies for solving a problem
- 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
- Enjoy manipulating numbers

Teaching and learning style

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
- The opportunity for children to progress through their work at their own rate of learning

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 high achievers.

In all years we set targets for English and Maths. Teachers regularly review the progress of children, and children move between ability groups as appropriate. This enables teachers to plan work that reflects the ability band of each group. Pupils know their own targets and what they need to do to improve in the curriculum.

We offer an extensive range of after-school and lunchtime clubs. These activities offer higher achievers the opportunity to further extend their learning in a wide variety of activities.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Conclusion

Provision is provided to challenge more able children through differentiated work, open ended tasks and extended group work using appropriate resources as recommended by the class teachers. Opportunities to work with other like-minded pupils, from other schools will be built into the curriculum.

Adopted Autumn Term 2015

Next review Autumn term 2018

Amanda Tounson

A handwritten signature in black ink, appearing to be 'AT' with a flourish.