

More Able Policy

Rationale

At Orchard Head School we recognise that all children are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are children who are more able intellectually than others, and children who are particularly talented in certain specific areas of ability. Just as we need a policy for provision for children with special educational needs, so we need a policy for provision for children at the upper end of the ability range, who have their own special needs.

We believe that all children are entitled to a broad and balanced academic and social curriculum in order that they can develop intellectually, socially, morally, spiritually and culturally. We promote attitudes of mutual respect and responsibility and aim to create a stimulating environment in which learning is focused on individual needs and abilities, providing teaching and learning contexts which enable every child to achieve to his or her full potential.

Definition of more able

At Orchard Head School we define the Most Able Children as the highest 5 to 10% of the whole cohort.

Aims

With specific regard to More Able children the school is committed to the following:

1. To promote the identification of More Able pupils.
2. To ensure that all pupils, including our More Able pupils, achieve their full potential.
3. To give access to work and experiences at the higher cognitive levels in order to develop the more advanced thinking skills;
4. To provide a rich, challenging and differentiated curriculum in which More Able pupils can work at their own level and pace;
5. To give opportunities in all curriculum areas to develop specific skills, talents, creativity, reasoning and thinking skills;
6. To link, and appreciate the importance of Personalised Learning for More Able talented pupils

7. To create an ethos where all pupils can have and achieve the highest aspirations;
8. To stimulate a desire for learning;
9. To take into consideration the needs and well-being of the whole child by offering emotional, social, spiritual and intellectual support;
10. To work in partnership with the school, the home, link organisations and the community.

Identification and assessment arrangements, monitoring and review procedures

The school has a system for regularly observing, assessing and recording the progress of **all** children, which is then used to support the identification of children who are performing particularly well.

Each term teaching staff will meet during staff meeting time to review and adjust the More Able Register appropriately. Using the following sources of information teachers will present their nominations for the More Able Register along with supporting evidence.

- Teacher Assessment and observations
- Standardised Tests e.g. SATs – both optional and statutory
- Tracking of results through school.
- Work Samples
- Observed performance during particular activities (Art, music, sport etc)
- If appropriate, evidence from out of school activities and parents

No one single method can be entirely accurate. The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able.

When these children have been identified, parents will be informed. From the outset it will be made clear to parents that placement on the register is not necessarily permanent and that the register will be reviewed regularly. As such changes may occur.

Provision

- Teachers will aim to provide a differentiated curriculum, offering a range of opportunities for independent learning and open-ended investigation, which allow children to use higher cognitive skills and to access more advanced levels. This may include recognition of Bloom's Taxonomy and general 'Learning Styles' theories
- Children will be consulted on the context of their learning and will have opportunities for input, in order to create a sense of ownership and improve motivation.

- Children may be given the opportunity to work on more advanced work beyond their year group to increase pace, add challenge and raise expectations.
- On occasion, children may be withdrawn in small groups to work with peers who have been identified as sharing talents in the same area eg music.
- Some children may elect to pursue tasks which extend their thinking in a particular area through assignments which they complete at home. This will involve consultation between child, teacher and parents.
- Extra-curricular activities may provide a means by which children who are talented in, for example, music or sport, can be encouraged to excel. Where teachers have identified children who are able in these areas, it may be appropriate to alert parents to the existence of outside clubs or organisations which may be of interest to their child, as well as offering opportunities for development in school.

Roles and Responsibilities

Provision for children who are identified as being More Able is a matter for the school as a whole, as we aim to maximise the potential of all our children in all curriculum areas.

The More Able Co-ordinator is responsible for:

- Supporting staff in their identification of/provision for the More Able, including organising staff meetings
- Advising all staff with regard to resources and training.
- Maintaining the register of More Able children and tracking their progress. This includes leading the More Able staff meeting.
- Monitoring Provision for the More Able
- Liaising with other primary schools and secondary schools regarding best practice and transfer.
- Liaising with the named governor for More Able.
- Contributing to the school development plan, to ensure planned whole staff training and development, and review of policy and practice.
- **Curriculum co-ordinators are responsible for:**
 - Ensuring that policies, schemes of work and resources include provision for the More Able
 - Specific extension activities and materials are available for more able children.
- **The class teacher is responsible for:**
 - Providing a suitably differentiated curriculum to allow all children to experience challenge across a range of subjects.
 - Assisting the More Able Co-ordinator in identifying children who match our definition of More Able described earlier.

- Liaison with parents at the point of identification and reporting on special provision/ progress made.
- Involving children in target setting and self-assessment procedures which will allow them to take increased responsibility for their learning as appropriate to their age and aptitude.

- **EVALUATING SUCCESS**

- The success of the school's More Able policy and provision is evaluated through:
 - Monitoring of classroom practice by the Head of School, More Able Coordinator and subject coordinators
 - Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
 - School self-evaluation
 - The SDP