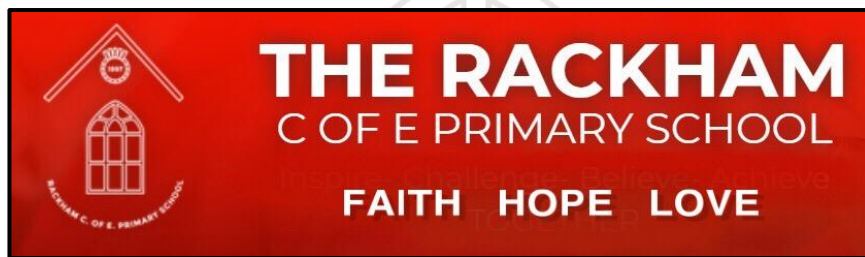


Rackham (CE) Primary School



More Able Pupils Policy

Policy Number: SCH 017

Date: March 2018

Introduction

This more able pupils policy reflects our responsibilities under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations.

The purpose of the policy is to meet the needs of more able pupils through effective school-based provision. The DFE definition of “more able students” are pupils who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in their school. Nationally this is expected to be between 5-10% of each group.

The policy reflects the consensus of opinion of all teaching staff and has the full agreement of the Governing Body.

The implementation of the policy is the responsibility of the Head Teacher and all the teaching staff.

Aims and objectives

The school aims to:

- Provide all children with a challenging, extended and enriched curriculum.
- Encourage all children to develop higher order thinking skills and provide opportunities for able children to work at their own level and pace in order to realise their potential.
- Offer children opportunities to generate their own learning.

Our school supports the development of the whole child. We believe that some children have special abilities and talents and that it is our responsibility to nurture these.

Definitions

Abilities are displayed in a wide range of areas. The following have been identified as the main areas of ability:

- Academic – English, Mathematics, Science
- Artistic and creative – Art and Design, Music, Drama
- Practical – Art and Design, Design Technology
- Physical – Sport, Gymnastics, Dance
- Social – Personal and Interpersonal, Leadership Qualities

Pupils may also be recognised as “Good all rounders”. We also look to identify pupils who are more able but are not presently fulfilling their potential.

Identification

Identification strategies for more able pupils are part of day-to-day classroom provision ensuring suitable and effective provision for all pupils to access the whole curriculum. There are many ways in which teachers can identify pupils’ special abilities and talents, including:

- Teacher observation and assessment
- Test and assessment results (e.g. KS1 and KS2 SATS, end of year tests and assessments, standardised ability testing)
- Discussion with pupils
- Discussion with other staff
- Information received from previous class/school
- Information from parents and carers
- Information provided by external agencies, e.g. clubs

The names of pupils identified as more able are recorded on the ‘More Able Register’ so that their progress can be specifically tracked.

We need to be aware that more able pupils may:

- Be high achievers in one area but average or below average in others
- Exhibit poor social skills
- Show poor motivation
- Disguise their ability
- Have poor coordination or motor skills (e.g. handwriting)
- Have English as an additional language
- Have been identified as SEN

Provision and Planning

At Rackham, all children are offered an enriched and differentiated curriculum. This is achieved in the following ways:

- Regular use of enquiry based / problem solving activities that are as open ended as possible to allow for maximum differentiation by outcome and a variety of extension and enrichment activities.
- The use of the National Curriculum, including investigations which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate.
- Guided group maths and English sessions to extend the more able pupils
- Withdrawal sessions available at least termly for academically more able pupils
- Extra provision outside the classroom (e.g. a variety of after school clubs and activities and the opportunity to participate in inter-school competitions and musical events).

Partnership with Parents

Our school believes that actively involving parents and pupils in the development and planning of the pupil's education is crucial in determining educational outcomes. This is achieved in the following ways:

- Communicating and discussing with parents their child's inclusion on the register, their child's specific strengths and how their needs can be met
- Liaising with parents at parent evenings and sharing trackers
- Reporting progress in regular reports
- Communicating external opportunities for relevant extension activities
- Communicating Rackham's provision in our prospectus and on the school website

Assessment

Teacher assessment is ongoing and informed by class work and tests.

More able pupils' work is monitored and recorded termly by class teachers and the more able co-ordinator. A termly tracker is maintained by the more able co-ordinator and made available on the server.

Monitoring and Evaluation

Provision for more able pupils is a regular part of the school's monitoring of teaching and learning.

The progress of More Able Pupils is monitored by:

- Teacher assessment
- Parent/Teacher consultations
- The SLT
- The school governors
- The More Able Co-ordinator

Information relating to the progress of more able provision is made available by the co-ordinator to the governors

and SLT annually to contribute to the school's annual review and SDP. The available information includes:

- The number of more able pupils currently identified
- A summary of the strategies applied to encourage and support these pupils
- Details of any in-service training undertaken
- Priorities for the coming year

Information on more able pupils is communicated by the class teacher to the next class teacher or secondary school.

Role of the Co-ordinator

The responsibilities of the co-ordinator include:

- Creating and maintaining the Register of more able pupils
- Updating resources
- Undertaking training and professional development
- Familiarisation with current initiatives and research in order to keep staff informed
- Sharing good ideas and practice with staff, senior management and governors
- Identifying school INSET needs
- Monitoring the effectiveness of the school policy for more able children.

Background information

This policy was informed by reference to the school's existing Policy for Gifted, Talented and More Able Pupils (November 2013); St. Michael's CE School More Able Policy (Summer 2016) and relevant DFE publications.

Review

To be reviewed every 4 years or earlier if necessary.

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

Approved and signed by:

Headteacher

Signed:

Date:

Chair of Governing body

Signed:

Date: