



## Ashton St. Peter's Church of England Voluntary Aided Primary School

### More Able Policy

Ratified in March 2017

Update in March 2020

#### Rationale

At Ashton St Peter's Primary School we believe that all children develop and thrive in a happy, secure, supportive and stimulating environment, where all the school community work in partnership. This policy reflects the school's beliefs, practice and educational provision with regard to children who have been identified as 'More Able' in comparison to their peer group.

#### Aims

- To provide a definition of 'More Able' pupils
- To describe the cycle of identification, planning, learning, monitoring, assessment and review for 'More Able' pupils at Ashton St Peter's Primary School
- To describe how the additional and different learning needs of 'More Able' pupils are provided for at Ashton St Peter's Primary School
- To provide a curriculum which has been differentiated to ensure it is appropriate to the needs of 'More Able' pupils
- To provide learning activities for the more able children, which will extend their skills and knowledge
- To provide extension and enrichment activities, which will ensure the children are challenged and achieve their potential
- Encourage all pupils to be independent learners

#### Definitions

'More Able' refers to children who are achieving or who have the potential to achieve in advance of their peers in one or more subject. The children identified as More Able and talented at Ashton St Peter's Primary school are those in the top 5-10% of the pupil population.

#### Equal Opportunities

All children, regardless of their race, cultural heritage, gender, religious beliefs, abilities (including physical) or background, are given equal opportunities to develop their knowledge, skills and understanding and to become confident and independent

learners. We have high expectations of all our pupils and value and nurture their diverse talents.

### **Identification**

Identification will be an on-going process aided by assessment (both formative and summative). Since relative ability changes over time, learners should move on and off the 'More Able' register when appropriate. Identification of 'More Able' learners at Ashton St Peter's Primary School is a continuous and flexible whole school process and is based on evidence from a range of sources, which include:

- Observation in lessons
- Assessment of pupils' work
- Data from formal and informal tests
- Discussion with the child
- Rate of progress
- Information provided by parents/carers
- Information from outside agencies

We are aware that some 'More Able' children may be underachieving for a variety of reasons, e.g. because of a specific learning difficulty or physical disability or because English is not their first language, and we are vigilant for these pupils. Where a pupil has been identified by teachers as 'More Able', the class teacher submits the evidence collected to the 'More Able' Pupil Leader, who will add the pupil to the 'More Able' Register. The parents or carers are made aware of the fact that their child is 'More Able' within their cohort. This will normally be discussed at Parent Consultation meetings. Class teachers keep a record of discussions and other evidence or actions taken, in the class Assessment folder, which is passed on as the class moves through the school. An accurate record of the school's identified 'More Able' pupils is kept and updated termly.

### **Planning and Provision**

Planning of personalised learning and specific strategies to address the different and or additional learning needs of 'More Able' pupils is the responsibility of the class teacher. Provision for 'More Able' pupils at Ashton St Peter's Primary School is mainly through appropriate challenge within the classroom and through appropriate differentiation. 'More Able' pupils are identified in teachers' lesson planning for the relevant subjects and additional or different learning objectives, tasks, strategies and resources are indicated as appropriate. Effective provision for 'More Able' learners is founded on the principles of good teaching for all children, which include:

- creating a classroom culture of high expectations and aspirations
- creating a climate where 'having a go' is valued as much as being right
- showing children that their abilities are valued
- providing a creative curriculum with cross-curricular links
- building on what the learners already know, setting clear learning objectives and sharing them with pupils
- using a variety of teaching styles

- matching tasks to learners' maturity and to the way they learn best
- developing learners' understanding through enquiry, creative learning and problem-solving
- helping learners to develop their thinking skills
- helping learners to develop their skills in managing information and using technology
- encouraging collaborative learning
- developing learners' self-confidence and self-discipline
- encouraging children to reflect on their own learning and developing their understanding of the learning process
- making children partners in their learning and in assessment
- making learning vivid, relevant, enjoyable and challenging

At Ashton St Peter's Primary School, we provide a broad, balanced and creative curriculum with many opportunities for our 'More Able' children to excel academically, artistically and in sporting activities. Teachers' skills and subject knowledge enable work to be planned in breadth, depth and pace. Themed weeks, visits, visitors to school, such as theatre companies, artists, musicians, parents, all contribute to an enriching curriculum.

Strategies for effectively differentiating tasks for 'More Able' learners include:

- providing a common task that invites different responses and outcomes
- graded tasks with different starting points and opportunities to progress further
- separate tasks linked to a common theme

Strategies for developing challenge for 'More Able' pupils include moving from:

- concrete to abstract
- simple to complex
- single to multi-faceted (making connections across subjects)
- structured to open-ended
- little to greater independence
- small to larger steps

And creating opportunities to encourage a thirst for learning through:

- probing questions
- teacher-pupil interaction
- peer discussion
- time for in depth discussion with adults or older pupils
- discussion that allows them to learn how to express their views, pose questions and question the views of others
- time for independent learning, enquiry and research

Extra-curricular provision available to 'More Able' children outside the classroom includes:

- instrumental music lessons
- e-learning
- opportunities to develop skills in sports, music, dance, drama and art through activities and clubs led by teachers and outside specialists

- opportunities for competitive sport with other schools
- opportunities to participate in public performances
- challenging homework projects that encourage independent research and effective presentation skills

In addition, children and their parents are 'sign posted' to

### **Organisation and Management**

'More Able' has a high profile within our school and this is reflected in the joint responsibility shared by the Senior Leadership Team and the 'More Able' Subject Leaders.

#### **The Class Teacher will be responsible for:**

- identifying the 'More Able' in their class
- setting appropriate targets for the 'More Able' in their class
- ensuring appropriate provision through differentiated planning
- using appropriate resources to challenge the 'More Able'
- reporting to parents and others on the progress of the 'More Able'

### **Review Procedures**

The School's policy will be reviewed when:

- Every 3 years in March 2020
- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by:

Date: March 2017

Chair of Governors