



Somerford Primary School

More Able Policy

November 2017

Rationale

Somerford Primary School values all children equally and endeavours to ensure that each child has the opportunity to realise his/her potential in a challenging and supportive environment. This policy is a statement of the entitlement of children who are More Able and of the ways that entitlement is met.

Aims

- To foster a culture of achievement by creating a climate of learning and excellence throughout the school .
- To create an ethos of Growth Mindset in every classroom; focussing on resilience, perseverance and the ability to face challenge.
- To identify Able, More Able and Talented children and to meet their needs through appropriate provision which challenges them and enriches their learning.
- To provide a suitably differentiated and challenging curriculum.
- To provide opportunities for children to identify their own gifts and talents and for abilities to flourish.
- To promote opportunities for able, more able and talented disadvantaged learners.
- To work in partnership with parents/carers to help them promote children's learning and development.
- To make links with other schools and the wider community to enhance learning opportunities and to make more effective the transition to secondary school.

Definition

At Somerford Primary School children on the More Able List (at the time of being placed of the list) will be working above the expected national expectations for their year group. The identification of Able, More Able and Talented children is the responsibility of all teaching staff, but is overseen and led by the More Able Leader. Names of children who have been identified by class teachers are recorded using the school's Able, More Able and Talented list. The list is updated on a termly basis by the More Able Leader.

See Appendix A for definitions.

Identification

Children who are working above the national expectation for their year group will be identified through:

- Summative assessments (including SATs, Optional SATs, end of year assessments).
- Teacher assessments (assessment documents, analysis of tracking from Assessment Leader).
- Peer or self-nomination.
- Discussions with parents.
- Collation of evidence (children's work).
- Ongoing assessment using open ended and differentiated tasks.

Provision within School

Where a child is Able, More Able or Talented in one or more areas, they will be supported with high expectations and planning within the classroom. Teachers will seek to use a variety of techniques and strategies to provide challenge and engagement which enables children to reach their full potential. The Growth Mindset concept will be used to ensure that children develop resilience when faced with a challenge.

Planning for the 'gifted' child

Planning a differentiated curriculum with a balance of whole class, group and individual teaching Restructuring class organisation or pupil grouping,

Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility

Planning a variety of extension and enrichment activities

Providing "peel away" tasks to enable children to work independently and without requiring further explanation.

Setting challenge cards to develop deeper thinking.

Asking Higher Order Thinking questions in response to a child's work.

Monitoring of Achievement

The achievement of Able, More Able and Talented children is monitored by the More Able Leader through a programme of:

- Analysis of progress and attainment data from Assessment Leader.
- Learning walks.
- Planning scrutiny particularly English and Maths, and afternoon provision.
- Interviews with pupils.
- Half termly RAG reviews.
- Each pupil is further monitored by his or her class teacher who sets regular challenging next steps and monitors the achievement. It is expected that children who are Able would demonstrate 'mastery ' in their areas of strength.

Appendix A

Definitions

Able

Able learners are achieving or have the potential to achieve above their peer groups in one or more core subjects in the school curriculum other than art and design, music and PE.

More Able

More able learners are children significantly achieving above national expectation in one or more core subjects in the school curriculum as well as showing developed learning behaviours.

Talented

Talented learners are children who have abilities above their peer groups in art, design and technology, PE, computing , creative thinking or performing arts.