



Somerford Primary School

More Able Policy

Updated: February 2018

Review: February 2020

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 from pre schools and to secondary schools.

Definition

At Somerford Primary School children will be placed on the More Able List if they are, at the time of being placed on the list, working above the age related 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, PIRA and PUMA tests, 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. These will include:

- Growth Mindset to ensure that children develop resilience when faced with a challenge.
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching. Restructuring class organisation or pupil grouping, to ensure More Able children are given the opportunity to deepen their understanding.
- 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.
- Exploring lanyards in EYFS to encourage children to undertake purposeful and meaningful exploration
- Setting challenge cards to develop deeper thinking in KS1
- Asking Higher Order Thinking questions when teaching, and in response to a child's work orally in KS1 and in written form in KS2
- Opportunities provided for talented children to take part in enrichment activities as part of the local cluster of schools

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
- Learning walks
- Planning and book scrutiny.
- Interviews with pupils
- Half termly pupil progress reviews
- Each pupil is further monitored by his or her class teacher who sets regular challenging next steps. 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.

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.