



St Martin's C of E Primary and Nursery School

MORE ABLE PUPILS POLICY

Rationale

All children have a right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

This policy outlines the school's practice and procedures relating to the support of our more able pupils.

Definition

The school recognises in line with DfE's guidelines that **“most able pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group.”**

Pupils on St Martin's More Able Register will be (at the time of being placed on the Register) at least one sublevel above the level expected for their age in the subject/s are recognised as being 'More Able' in or will have demonstrated high potential in one or more subject. The number of more able learners in a class or the whole school will vary.

In Early Years child who are more able can present in the following ways:-

- The ability to reflect upon experiences in greater depth than their peers
- Actively seeks out new challenges
- Seeing clues and codes in the world
- Embraces opportunities to problem solve and develop creative solutions
- Curiosity and motivation
- May prefer the company of adults to other children
- May become easily bored and frustrated
- May not always have well developed social and emotional skills

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner's multiple intelligences. We also seek to identify pupils who may fit into these categories in the future and who are not fulfilling their potential.

- Verbal/linguistic
- Logical/mathematical
- Visual and Spatial
- Musical
- Kinaesthetic
- Inter-personal
- Intra-personal
- Naturalistic

Identification Strategies

We use a range of strategies to identify more able and highly able children. Criteria for identification might go beyond traditional school measures. This process is on-going and begins when the child joins our school and involves staff, pupils, parents and carers. Data taken into account will include.

- test scores;
- teacher nomination
(based on classroom observation, discussions with pupils, work scrutiny, progress against age expectation attainment);
- peer- or self-nomination;
- predicted test/examination results;
- reading/spelling ages;
- performance in lessons and in front of an audience (e.g. in assembly, on sports day);
- participation in enrichment activities;
- discussion with parents;
- collation of evidence (pupils' work);
- ongoing assessment using open/differentiated tasks (identification through provision).

Children gifted in English may be identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.
- Work confidently on objectives for year groups higher than their own.
- Achieve levels in end of year tests above those expected for their year group

Children gifted in Mathematics may be identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.
- Work confidently on objectives for year groups higher than their own.
- Achieve levels in end of year tests above those expected for their year group

The School Register.

- Pupils who are identified by the school as being more able are entered on to the school register, the area of their gift or talent is identified.
- The register will be reviewed twice a year, this review will include an audit of what is being done to meet the child's needs.

Teaching, Learning Curriculum and Organisation

As appropriate, teachers will provide differentiated activities and a range of support and resources for most able pupils.

- The new curriculum provides multiple ways for children to demonstrate greater depth in their understanding so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process and so are active partners.
- Teachers 'notice and name' on a daily basis and therefore children are effectively challenged to take their learning further.
- In addition enrichment activities that are more demanding of the children's abilities that provide new and different ways of working will be provided.
- Opportunities for more able pupils in the area to work together such as Arts and Sports projects will be offered.
- St Martins C of E Primary School will work in partnership with the Consortium to foster links that will promote provision for most able learners.

- Our parents' evenings, reports, class dojo system and open door policy mean that parents are fully included in their child's learning journey.

Inclusion

More Able pupils have equal access to all aspects of the curriculum and school life. The school recognises that some most able pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in the subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience of sporting activity, exercise breaks and fresh air.

Staff Development and Training

The school makes use of in house and local staff training and whenever possible, enables staff to attend local courses and conferences.

Leadership and Management

A designated member of staff will act as coordinator for More Able pupils at the school and will:

- maintain the register in consultation with other staff
- monitor the school's provision for pupils identified as being gifted or talented
- monitor the progress of pupils identified as being gifted or talented by carrying out an annual review in the summer term.

Policy Review

The Lead Governor for School Improvement Planning will review this policy every two years.

Policy History

Date Policy Adopted: 24th February 2015 – this policy replaces the policy previously used by all schools in the Local Learning Community.

Dates policy reviewed: 1st March 2016, 6th March 2017, 23rd April 2018