



St Nicholas' Primary and Nursery School

Live, Love, Learn & Be Happy

MORE ABLE POLICY

Links to Other Policies: Curriculum Policy

Approved by: Governors

Approved date: October 2022

Reviewed by: September 2023

Introduction

At St. Nick's, we believe in all pupils making the best possible progress from their starting points - academically, personally, socially and emotionally.

This policy highlights our recognition that the most able children need additional support.

We define a child to be 'more able' if they already demonstrate a particularly high level of achievement or if they have a notable potential for particularly high achievement that could be realised with appropriate support, relative to their peers. As a rough guide, in a given area the most able 5 - 10% of children will be designated as more able.

Children might be identified as 'more able' either in one or more areas of the school curriculum, or in terms of some other particular talent (ref Appendix 1).

We **identify** these children through ongoing observations, assessment of their work and through our 'talent spotting' in enrichment clubs, in student-staff interactions during the school day and information provided by parents. St Nick's is an inclusive and diverse school and so we ensure that children with English as an Additional Language, with disabilities, with additional learning needs such as autistic spectrum disorder and with special educational needs are given equal access to identification.

The **aims** of our policy are:

- To recognise the needs of more-able pupils within a framework of equal opportunity
- To have a clear system in place that identifies more able pupils
- To ensure that lessons are planned to meet the needs of these identified pupils
- To provide opportunities for more able pupils to work at high cognitive levels and/or to develop specific skills
- To foster a culture of achievement by creating a climate of learning and excellence throughout the school
- To work in partnership with parents
- To make use of volunteers, other schools and the wider community to enhance learning

It is important to recognise that not all highly able pupils are obvious achievers. Many actually underachieve - their potential might be masked by factors such as frustration, low self-esteem, Special

Educational Needs, lack of challenge, and/or low parent expectations.

As a school, we recognise that we need to be alert to any groups of pupils who may be underachieving and to assess the potential ability of these pupils.

We are also aware of the need to ensure that particular groups are not under-represented.

Pupil Premium:

Pupil premium funding is used to support individualised support and wider provision for more able pupils from disadvantaged, English as an Additional Language (EAL), Looked After Children (LAC) and Forces Background. The school has a Pupil Premium Champion who works alongside teachers and parents and directly with children to ensure that all children have the best possible outcomes.

Teaching of More Able:

Whole School Strategies:

- Encouragement and celebration of special abilities with individual achievements through whole school assemblies and newsletters
- School productions to challenge and extend the more talented artists, singers, dancers and actors
- The annual 'Goat Factor' competition to give pupils the opportunity to showcase their talents
- Enrichment weeks: STEM, Music and Art, which offer more able children more challenge and responsibility
- Volunteers from local independent schools to work with more able children on Maths and Reading
- A wide range of enrichment clubs that extend the curriculum and offer the opportunity to identify and support talents: sport, art and design and activities
- Collaboration with other schools to take advantage of additional enrichment opportunities e.g. more able writers' day where children work with more able writers from other schools on a particular writing skill i.e. planning, creating and producing a piece of writing alongside an established author.

Classroom Strategies:

- Ensuring that there are challenge activities for more able in every lesson, ensuring smaller group bespoke activities pitched at their level
- Activities that challenge and not simply allow independent working each session
- Developing the use of 'learning leaders' as a tool to stretch the more able
- Separate pupil groups for bespoke activities where and when appropriate
- Using in-house designed sheets to track more - able children in all subjects through the year
- Developing reasoning, questioning and thinking skills through our enquiry - based curriculum
- Identifying appropriate objectives for more able pupils
- Differentiating and scaffolding appropriately
- Ensuring that more-able pupils receive regular guided sessions with teachers and/or teaching assistants to cater specifically for their needs
- Developing the use of 'learning leaders' as a tool to stretch the more able by enabling them to be the teachers

- Analysing attainment data, including REAL PE data in order to identify and plan for those pupils who have the potential to reach high levels of performance.

Early Years Foundation Stage (EYFS):

Due to the already highly individualised nature of EYFS teaching, not all of the tools that are used for supporting the more able in older age groups are applicable in EYFS. Our teaching is responsive and adaptive to the needs of each child. Our approach to supporting the development of our more able pupils follows the same ethos as for every child: practitioners observe, evaluate, liaise with parents and offer individualised support to each child. By striving to get to know each child really well, practitioners are able to challenge, deepen and extend children's learning in a way that is appropriate and relevant for each individual child.

Teaching Strategies that may be used with children in EYFS:

- more complex and challenging expectations in writing tasks
 - a greater emphasis on independent application of skills (e.g. self-care, counting games, managing relationships, self-regulation)
 - practitioners' language and conversations with the child
 - support for the child to develop concepts they are interested in
 - sharing longer and more complex story books
- encouraging the child to add complexity to their art work

Transitions:

On transition to the next class in school, the summative and formative assessments for these children will be shared so that the more able will continue to have their needs met.

Partnerships with parents:

Parents will be encouraged to engage with the school on their child's progress through parents' evenings twice a year, Stay and Learns three times a year, parent forums and workshops. There will be individual meetings as required, and ad hoc communication between parents and school staff. Parents will be kept updated with ways that they can support their child. The curriculum map will be shared with parents at the beginning of each year.

Monitoring, Assessment and Evaluation:

Provision for more-able and talented pupils will be a regular part of the school's monitoring of teaching and learning.

Class teachers will be responsible for:

- Planning lessons that will motivate, challenge and extend the more-able pupils in their class
- Reviewing pupil progress three times per year
- Reporting to parents at parent consultations and in the annual report
- Communicating to parents about external opportunities for extension activities relevant to their child

The leader for More-able and talented is responsible for:

- Ensuring that the school liaises appropriately with the leaders of internal and external enrichment clubs, for the purpose of both talent-spotting the more able, and supporting those who have already been identified as more able.

- Ensuring that more able tracking sheets are updated three times a year
- Liaise with the pupil premium champion to ensure the needs of more-able pupil premium children are being met. This includes ensuring that those with the potential for high ability among the PP group are identified throughout the year
- Support staff in understanding and implementing best practice in support for the more able, including through staff meetings, training and the appraisal process
- Liaising with governors on the school's support for the more able
- Develop links with other primary schools with a view to setting up network meetings
- Continue to develop links with students from independent schools working with our children.

Evaluation of the Policy:

The effectiveness of the policy will be monitored through book scrutinies, lesson observations, learning walks focusing on the more-able, data tracking, pupil progress meetings, talking with pupils and surveys.

Review:

This policy and the success of the school's provision for more-able pupils will be reviewed annually by the leader of more-able and talented and ratified by the Learning Committee. The Full Governing Body will then ratify the policy upon the recommendations of the committee.

Appendix 1:

Positive Characteristics of More Able Pupils:

More-able pupils are a diverse group and their range of attainment will be varied. They are *more likely* than most pupils to:

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in a wide range of contexts
- Be particularly creative
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team members
- Be fascinated, or passionate about, a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

Negative Characteristics of More Able Pupils:

On occasion, some more able pupils may:

- show dissatisfaction with the results achieved, aiming for perfection
- challenge arguments and possibly appear to be disrespectful
- dislike challenge
- have a limited imagination owing to over reliance on processes
- feeling uncomfortable when a question or task is open ended
- prefer the company of adults
- dislike criticism of themselves/others
- have unnecessary worries
- become easily frustrated and resistant to repetitive tasks
- challenge arguments and possibly appear to be disrespectful
- show dissatisfaction with the results achieved, aiming for perfection
- can display quirky aspects to their personality
- not always as sociable and prefer their own company
- have a single interest which could sometimes be described as an obsession

When these characteristics are identified, the school will use its P4C and Jigsaw curriculums to support them. Where appropriate, children will be supported by the nurture team and mental health teams.

