

Cranbrook Church of England Primary School



More Able Policy

Written by: Kate Hillsdon	January 2015
Reviewed by: Rosie Piper	July 2017
Agreed by governors:	
To be reviewed:	
Signed by Chair of Governors:	
Signed by Headteacher:	

More Able Policy

Rationale

Cranbrook Primary School aims to serve the diverse and different educational needs of all its students by providing an appropriate match between the curriculum content and the individual learning needs of each pupil.

Those children identified as having the potential to attain higher than average standards in the core areas of the curriculum are referred to throughout this document as “most able”. This group also includes children with particular gifts and talents in the wider curriculum and in non-curriculum areas.

We have high expectations of all children, and we aim to nurture ability and talent to ensure all can reach their potential. We endeavour to recognise the potential of more able children early on in their academic journey, and through our school value of ambition we encourage all to be ‘the best they can be’.

Aims

The aim of educational provision for most able pupils is to ensure that those pupils are engaged and motivated, and supported appropriately in achieving their full potential. It will ensure that there is:

- improved attainment levels on national and school-based assessments;
- sharing of good practice between colleagues within and across schools;
- continued development of staffs’ advanced knowledge, skills and understanding to meet the needs of most able pupils;
- extended community contributions to educational achievement through the broadening of school partnerships, e.g. workshops, inter-school competitions;
- a positive impact on the provision and attainment for all children in the school;
- High expectations for all.

Identification

Most able children will be identified through professional dialogue between the class teacher and members of the senior leadership team. Decisions are regularly reviewed and will be informed by a wide range of information sources which will include:

1. Attainment and achievement data (tracking documents, test results, etc.);
2. Teacher assessment and/or scrutiny of work / outcomes;
3. Questioning / verbal interaction
4. Evidence from other sources (e.g. parents, outside providers, ethnic minority achievement co-ordinator, special educational needs co-ordinator, learning support assistant, learning mentor etc.);
5. Personal knowledge and experience of teaching the pupil.

The school is acutely aware that some most able pupils may be underachieving and will ensure that these pupils are accurately identified, regardless of their gender, ethnic background, SEND or other vulnerability. These pupils are identified during termly pupil progress meetings, and a strategy identified to ensure they have the opportunities to succeed at a higher level.

Educational Provision

Education provision for most able pupils takes place within the framework of the National Curriculum but may also provide opportunities to study topics and subjects outside of those frameworks. It is a combination of differentiation, enrichment, extension and acceleration that occurs both within, and outside the National Curriculum.

Provision within the National Curriculum

The National Curriculum will incorporate differentiation for most able pupils, including:

- tasks which demand higher order cognitive and intellectual skills to challenge children;
- access to advanced resources and materials that support the level of challenge;
- complex and open-ended tasks;
- mastery problem solving opportunities;
- increasing the depth of study of National Curriculum content (within the appropriate year group);
- joining groups of similar ability from other schools.

A range of grouping strategies will be used to maximise pupils learning. This will include:

- targeted group work;
- mixed ability groupings or pairings (evidenced to have impact for both the lower and higher attaining pupil);
- grouping most able pupils together within their class to enable them to study higher order concepts and skills with those of like ability.

Extra-curricular Provision

The school aims to complement in-class provision through a range of extension and enrichment activities in pupils' areas of ability and/or interest. This will expose children to new experiences, stimulate aspiration, enable them to examine subjects at greater depth and breadth or to explore additional subjects. It may include:

- After-school and lunchtime clubs;
- focused visits to artistic events, sports opportunities, exhibitions and performances;
- visits to and partnerships with other schools and secondary schools;
- national, regional and school competitions;
- bringing in specialists - artists, coaches, teachers etc - to the school;

Pastoral Support

Academic provision is complemented by a concern for the whole child and the provision of pastoral care. In general, the pastoral needs of most able pupils are likely to be as diverse and varied as other pupils.

Monitoring and Evaluation

The school monitoring and evaluation processes are highly focused on the progress and attainment of groups and individuals, which includes those most able. Processes include:

- evaluating attainment and progress against set pupil targets, previous attainment and national expectations;
- ongoing lesson observations that examine the quality and appropriateness of differentiation, enrichment and extension;
- teacher, parent and pupil conferencing;
- teacher- pupil conferencing to discuss targets;
- monitoring of planning, children's books and other outcomes;
- use of tracking documents to identify children who are in the most able group for Reading, Writing, Maths and EGPS, with these children being discussed at termly pupil progress meetings.

Staff Responsibilities

All school staff have responsibilities in challenging and supporting most able pupils and ensuring provision meets their needs. The following is a guide to these responsibilities.

School Management: The headteacher is ultimately responsible for ensuring that appropriate provision is made for most able pupils and that the needs of this group of pupils are met.

Curriculum Co-ordinators are responsible for monitoring and supporting provision for most able pupils in their subject areas and for working with the Lead for Most Able to address areas for development.

Class Teachers have the vital role in making appropriate provision for most able pupils. Their main areas of responsibility are to identify pupils, set targets, plan a differentiated curriculum and monitor progress.

Pupils have a responsibility to make the most of the opportunities that are offered to them and to do all they can to support their own learning and that of their peers.

Parents should support the work of the school by engaging with their children's learning and ensuring that they do all they can to enable their children access the opportunities offered to them.

Governors are responsible for ensuring that implementation of the policy is monitored and that it has a positive impact on the achievement and attainment of most able pupils.