



ACADEMICALLY MORE ABLE POLICY

ST. PETER'S COMMUNITY PRIMARY SCHOOL

Academically More Able policy

Rationale

At St Peter's we are committed to providing high quality education where pupils of all abilities have the opportunity to maximise their potential.

We believe a rich, challenging and stimulating curriculum will benefit all children, some of whom will be more able than others.

The recognition and the meeting of the needs of able pupils will raise expectations, reinforce a culture where success is valued and therefore continue to raise standards throughout the school community.

This Academically More Able Policy document has been drawn up to reflect current guidelines from the Department for Education and Ofsted with regard to Academically More Able children, which are themselves largely based on recommendations made in the report "Educating the Highly Able" produced for The Sutton Trust by Smithers and Robinson of the Centre for Education and Employment Research at the University of Buckingham in 2012.

Aims

- To ensure that more able pupils are provided with an appropriate, challenging, stimulating and enjoyable education, based upon high teacher expectations
- To offer children opportunities to develop their specific skills and talents through provision of opportunities and guidance that is sensitive to their ways of learning and allows potential to be turned into performance
- To foster a love of learning and the pursuit of excellence.
- To work in partnership with parents.
- To provide equality of opportunity for children, enabling them to reach their intellectual, personal, social, creative physical and emotional potential.

Definition

The term "Academically More Able" (AMA) is now used instead of the previously-used term "Gifted". "Academically More Able" refers to a child who has abilities developed to a level significantly ahead of their year group in one or more academic subjects, such as English or Maths, or approximately the top 10% of each Year group within the school in these subject areas.

The term "Academically More Able" does not refer to those children who are particularly talented in non-academic areas, for example in Music, Art or PE. Provision for "talented" children is therefore not covered by this policy document. However, in line with general school policy, the abilities of "talented" children should be recognised and developed, including, if necessary, by use of Pupil Premium funding.

Identification

It is crucial that children who are believed to be Academically More Able in Core Curriculum areas are identified as soon as possible in their school lives.

A range of methods of identification are used and we recognise each one has its limitations. They include:

- ❖ Teacher assessment/nomination

- ❖ Observation and work scrutiny
- ❖ Data analysis
- ❖ Parent nomination
- ❖ Achievement in extra-curricular activities

At St Peter's we believe the following characteristics are indicators that a child may be Academically More Able:

- Learns easily
- Very articulate or verbally fluent for their age
- Can manipulate knowledge and skills and work things out in their head very quickly
- Long concentration span
- Responds well to questions
- Approaches tasks methodically
- Higher order thinking skills
- Detailed explanations
- Shows unusual, creative and original responses to problem solving activities
- Analytical/logical
- Flexible/Adaptable
- Intellectual curiosity/Inquisitiveness
- Good memory
- Strong feelings and opinions
- Ability to infer
- Good observation skills
- May show high levels of sensitivity and empathy

An OfSTED review of research indicates that the following additional characteristics may also help to identify a child who is Academically More Able:

- ❖ A good reader
- ❖ Have a wide general knowledge
- ❖ Interested in topics which one might associate with an older child
- ❖ Have a lively and original imagination/sense of humour
- ❖ Easily bored by what they see as routine tasks

At St Peter's we recognise that not all Academically More Able pupils are obvious achievers. Poor behaviour and/or underachievement may also be indicators that a pupil is Academically More Able. The potential of some gifted and talented pupils may be masked with frustration, low self esteem, lack of challenge and low expectation.

Some additional characteristics of possible under-achievers are:

- Anti-school, apparently bored, restless and inattentive
- Finding inadequacy in others, things and systems to excuse their own behaviour
- Manipulative of their environment to make themselves feel better
- Tendency towards a superior attitude to those around them
- Absorbed in a private world
- Friendly with older pupils
- Self-critical

Provision

At St Peter's we are working towards tailoring education towards individual need, interest and aptitude to ensure that every learner reaches their full potential. We aim to provide

excellent teaching based on a wide range of strategies and carefully planned learning opportunities which offer additional stretch through a combination of extension, enrichment and pace. The needs of Academically More Able pupils are met through:

- A classroom culture characterised by high motivation and expectations
- A challenging curriculum where tasks are appropriately differentiated and children are extended through appropriate classroom groupings, and withdrawal, with opportunities for extension written into planning.
- Effective use of questioning techniques which use higher order questions to challenge and develop thinking skills (analysis), creative thinking, speculation, evaluation, justification, inference, hypothesis, synthesis.
- Effective assessment for learning, so that planning takes account of prior learning and differentiated learning objectives and outcomes are shared with pupils
- Opportunities are provided for independent learning, (Explore and Learn) and project books
- Enrichment is provided through educational visits, visiting experts, subject specific weeks such as Book Week and a variety of after school clubs

Monitoring and Evaluation

The Academically More Able leader will monitor the identification process regularly. Class teachers will complete a Academically More Able register for their class and a Talented register for those children who show a real talent for a particular area. These will be updated termly. Those children identified will be discussed at termly Pupil Progress Meetings to ensure adequate provision is in place for them. Curriculum co-coordinators will also monitor pupils who are talented in their subject areas. The Senior Leadership Team, Academically More Able Leader and governors will monitor the effectiveness of the policy, which will be reviewed every 3 years with staff.

Roles and Responsibilities

Academically More Able Leader will:

- Update and monitor the able pupil register and the provision for the pupils contained within it
- Provide staff with procedures for effective identification of talented pupils, including underachievers
- Analyse termly assessment data to track the progress of Academically More Able children.
- Monitor the end of key stage data annually
- Collate work samples
- Liaise with the head teacher and curriculum leaders
- Provide advice and support for class teachers who have pupils on the Academically More Able register.

Curriculum co-coordinators will:

- Support the identification of Academically More Able pupils, including underachievers
- Keep a record of pupils registered as Talented and monitor the progress of and provision for the specific curriculum area.
- Ensure schemes of work and planning contain appropriately challenging tasks and learning opportunities and higher order questions
- Provide appropriate resources

Class teachers will:

- Ensure Academically More Able pupils are set appropriately challenging tasks and learning opportunities.
- Use appropriate differentiation, including extension opportunities on weekly plans
- Identify pupils who are Academically More Able or talented and record this Termly on the school register
- Track progress of Academically More Able pupils and discuss this with SLT during Pupil Progress Meetings Termly
- Seek advice and support from the Academically More Able leader/Curriculum co-ordinator when necessary.
- Work in partnership with parents/carers offering information on progress and guidance on supporting their child's development.

Support staff will:

- Work with class teachers to ensure effective provision.
- Assist in identifying Academically More Able and Talented pupils.

Transfer and Transition

Effective recording and communication systems will ensure that teachers are aware at the start of each year of

- Levels of achievement
- Potential of all learners
- Work already covered

The information shared between each year group, across and within Early Year Foundation Stage, Key Stage 1 and on to Key Stage 2 will include the following details for an individual:

- Teacher assessment records
- Particular strengths and weaknesses
- Displays of resourcefulness and initiative
- Targets for further development

This information will be shared between teachers in the summer term.

Equalities Impact Statement

This subject policy contributes to promoting equalities by ensuring that all children at St Peter's have a broad and balanced education. Within subject teaching, children are introduced to ideas, artefacts, visuals and people past and present from a variety of countries, cultures and different traditions. This promotes greater respect and understanding, enables children to celebrate and appreciate diversity and as such actively supports positive relations within our local and wider community. Attainment data within the subject is evaluated at the end of each school year and adaptations are made to the plans where necessary. This ensures that the curriculum meets the needs of every learner and that data is used effectively to ensure the achievement and progress irrespective of gender, race, religion or other specifically defining characteristics.

At St Peter's all children are given full access to the National Curriculum. Staff will endeavour to help all children to reach their potential, irrespective of race, gender, age, home background or ability.

St Peter's is committed to promoting Disability Equality. When planning and teaching, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils. This could include the use of ICT, different learning resources to provide greater challenge, time for more individual research or specially adapted tools and equipment.