



Woolton Primary School



WPS More Able Policy

2018-19

Learning Together...Achieving Together!





Woolton Primary School (WPS) More Able 2018-19

Vision, Values and Ethos

WPS is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for all members of our school community.

We will involve all children in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of all members of our school community in all aspects of our work.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

Rationale

This policy reflects the school's beliefs, practice and educational provision with regard to pupils who have been identified as 'More Able' in comparison to their peer group. Within this policy WPS aims:

- To provide a definition of More Able pupils,
- To describe the process of identification, planning, learning, monitoring, assessment and review for our More Able pupils,
- To show how More Able pupils and their parents can be involved at all times,
- To describe how additional and different learning needs of More Able pupils are provided for at WPS,
- To describe the extra-curricular opportunities available to extend a more able pupils' skills and knowledge.

Aims

At Woolton Primary we aim to provide a demanding and inclusive curriculum delivered with high expectations from staff who model excellence for pupils. We are proud of the school's inclusive ethos and more able pupils are equally entitled to have their needs recognised, supported and challenged. Our school aims to provide equality of opportunity for all pupils to be inspired, motivated and enthused by an innovative curriculum that offers both enhancement and enrichment. Pupils are encouraged to be both positive and proud of their abilities and to feel valued and supported by all staff. We aim:-

- To provide a curriculum which has been differentiated to ensure it is appropriate to the needs of More Able pupils,
- To provide learning activities for the more able pupils, which will extend their skills and knowledge,
- To provide extension and enrichment activities, which will ensure the pupils are challenged and achieve their potential,
- To encourage all pupils to be independent learners.



Definition

In England the terms 'gifted' and 'talented' or 'more able' can be used to refer to pupils who are capable of excelling in academic subjects or areas requiring practical abilities such as games, drama or art.

At WPS we have applied the term '**WPS More Able**' to pupils who are achieving in advance of their peers in one or more academic subject. We have also applied the term '**WPS Working towards More Able**' to pupils who have the potential to achieve in advance of their peers in one or more academic subject.

The pupils identified as 'WPS More Able' and 'WPS Working towards More Able' are those in the top 10-30% of the pupil population. This will include pupils whose baseline data and prior attainment shows that they possess the ability to perform exceptionally well in a number of academic areas. However the more able register remains flexible, with the possibility of pupils being added at any stage. If parents and pupils wish to discuss identification with the More Able Lead at WPS, they are encouraged to do so – the criteria are not fixed and any list of pupils is regularly reviewed. Some More Able pupils may be intellectually able and also appear on the SEND register for behavioural, literacy or physical difficulties. As with all pupils the provision for our pupils on the SEND and More Able register have a right to an education which is suited to their practical needs and abilities. They will be challenged, stretched and excited on a daily basis in an environment that celebrates excellence and is supportive of those who may come to break the boundaries of what we know and understand in years to come.

Identification

Identification of More Able pupils at WPS is a continuous and flexible whole school process and is based on evidence from a range of sources, which include:-

- Assessment (both formative and summative)
- Observation in lessons and other settings, such as clubs and performances
- Nomination by teachers and parents/carers
- Assessment of pupils' work
- Rate of progress

It is possible that some More Able pupils may be underachieving for a variety of reasons, (e.g. because of a specific learning difficulty or physical disability or because English is not their first language) however we are vigilant for these pupils and an action plan would be put in place to support these pupils.

When a pupil has been identified by a teacher as 'WPS More Able' or 'WPS Working towards More Able', the class teacher submits the evidence in support of this decision to the More Able Lead, who will then decide if the pupil should be added to the More Able Register. The parents or carers will be informed and consulted at the next parents evening. The pupil identified as More Able will then be invited to reflect on their learning, set targets and record their self-evaluations on a Pupil Profile. Record of discussions and other evidence of actions taken will be compiled by the More Able Lead and used to inform teachers as a pupil moves through the school. The More Able Lead also possesses an accurate record of the



More Able pupils which is reviewed and updated regularly. If a parent or carer wishes to identify a More Able pupil, discussions with the More Able Lead and sufficient evidence are required.

WPS endeavours to have the widest possible view of ability and believe that many pupils have particular skills outside the core subjects also. We support all abilities, academic and practical, encouraging and rewarding pupils in all areas of the curriculum.

Provision

Planning of personalised learning and specific strategies to address the different additional learning needs of More Able pupils is the responsibility of the class teacher. The pace and differentiation of lessons by task and by level are critical to enrichment. The staff at WPS challenge More Able pupils within the classroom and use a variety of teaching and learning styles in order to increase motivation, inspiration and enthusiasm. This is identified in teachers' planning and throughout pupils' books with different learning objectives, tasks, resources and strategies. The advice of the More Able Lead can also be sought where necessary.

Effective provision for More Able pupils is founded on the principles of quality first teaching for all and encouraging a thirst for learning. The learning culture at Woolton Primary School includes:

- creating a classroom culture of high expectations and aspirations,
- creating a climate where mistakes are valued as much as being correct,
- showing pupils that their abilities and talents are valued,
- instilling a culture of questioning and digging deeper,
- using a variety of teaching styles - matching tasks to pupils' maturity and to the way they learn best,
- developing pupils' understanding through enquiry, creative learning, problem-solving and probing questions,
- helping pupils to develop their thinking skills; allowing opportunities to think creatively, divergently and hypothesise about futures,
- helping pupils to develop their skills in managing information and using technology,
- encouraging collaborative learning,
- developing pupils' self-confidence and self-discipline,
- making pupils partners in their learning and in assessment; engaging pupils in reflecting on the process of how they learn and factors in making progress,
- making learning vivid, relevant, enjoyable, challenging and independent,
- opportunities for in depth discussion and discourse with adults or older pupils,

At Woolton Primary School, we provide a broad and balanced curriculum with many opportunities for our More Able to excel academically, artistically and in sporting activities. Teachers' skills and subject knowledge enable work to be planned in breadth, depth and with pace. Theme weeks, visits and visitors to school also contribute to an enriching curriculum.



Outside the Classroom

Greater flexibility in the curriculum is created through extra-curricular provision. There is a full and varied programme of activities available to all pupils at WPS with some sessions designated to More Able pupils. This additional provision offers opportunities for personal development, including leadership skills, peer coaching, peer mediation and other responsibilities. Providing a wide variety of school clubs enables the pupils to develop their ideas and skills beyond the classroom environment, stretch their creativity and challenge their ability.

Role of the Class Teacher

All WPS staff are aware of the characteristics of the More Able pupil and know which pupils have been identified as 'WPS More Able' or 'Working towards WPS More Able' in specific areas.

To meet the needs of a More Able pupil, the class teachers at WPS provide challenge through high quality tasks for enrichment and extension, allowing for flexibility to adapt to changes in pupils' needs. This flexibility and differentiation are essential components for a More Able pupil to thrive within the classroom. The teacher will establish what pupils can already do, set personalised targets, differentiate appropriately through stimuli, resources, tasks, outcomes and responses and provide a wide variety of activities in preparation. Within lessons a teacher promotes independent learning and alternative enquiry, provides a range of teaching and learning strategies which extend and encourages the use of ICT.

The More Able pupil voice is being developed within WPS and class teachers will engage pupils as active participants in their learning, by providing opportunities for pupils to make positive contributions and involve them in decision-making within lessons.

Role of person responsible for More Able pupils

The More Able Lead is responsible for maintaining an oversight of the whole school strategy to support More Able pupils at WPS.

The More Able Lead will maintain a whole school overview of the achievement and progress of More Able pupils, monitoring provision to enable pupils to achieve their potential. In consultation with staff, the school data will be used to analyse performance and develop targeted support programmes for More Able pupils. A thorough evidence base and record of all analysis, support and development activities will be maintained as verification of the support for More Able pupils. The More Able Lead will complete an annual action plan corresponding to the whole school strategy and liaise with Governors with an annual report. Links will also be developed and strengthened further with local schools, organisations and parents.

The More Able Lead is responsible for always contributing to the development of teaching and learning across the school; sharing best practice, through modelling teaching, and providing support. Professional development of colleagues in relation to More Able support is continuous and should always be available.



Monitoring and Evaluation

At WPS we have a comprehensive approach to assessment, which leads to high quality support and carefully planned, challenging lessons that meet the needs of the More Able pupils in all subjects. Assessment is an integral part of all teaching and learning at WPS and continuous teacher assessments form the basis of a pupil's future learning and raising the attainment of the More Able pupils.

All monitoring and evaluation of progress is scrutinised continuously through regular pupil progress meetings, lesson observations, book scrutiny, learning walks and analysis of data. This ensures that the needs of all WPS More Able pupils are being met and that strategies can be quickly implemented if needed.

WPS More Able pupils are also encouraged to assess and review their own performance and set their own individual targets.

Reviewed

WPS has a More Able action plan to support the implementation of this policy.

Our commitment to support More Able pupils is reflected in our School Improvement Plan.

The success of the school's provision will be reviewed regularly by the More Able Lead.

This policy will be reviewed January 2019.