

More Able policy.

Trewirgie Infants' & Nursery School



Approved by: LGB

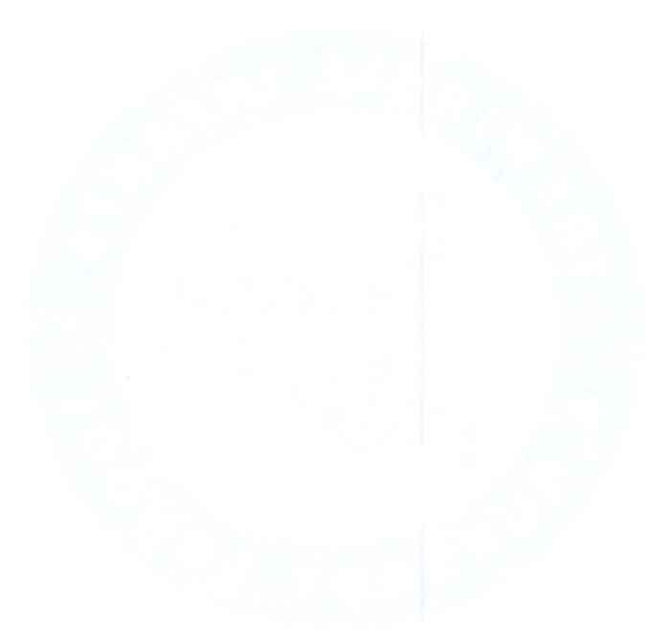
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1. Rationale

Trewirgie Infants' School works to recognise and realise the potential of every child in our community. We recognise that amongst our children, we have pupils who are more able and exceptionally able and that these pupils must be identified, challenged and supported.

As a school we have adopted a curriculum which meets the aspirations and capabilities of all learners; placing a strong emphasis on teaching and learning that is suited to the full range of individual learners needs.

2. Definition

According to the DfE and Ofsted, able children are defined more specifically as follows:

- More Able - 'Those whose progress significantly exceeds age related expectations'
- Exceptionally Able – 'Those who have the capacity to achieve or perform at the very highest levels'
- Using this terminology aims to highlight the wide spectrum of ability and be an inclusive definition.
- We aim to create opportunities for pupils to identify their talents and abilities and for these to flourish

3. Aims

- To foster an achievement culture throughout the school which celebrates both effort and attainment in a wide range of areas, encouraging/promoting an ethos which focuses on effective teaching and learning
- To effectively identify children achieving at a level beyond their peers, or with the potential to do so
- To provide an appropriately challenging curriculum for the More Able and Exceptionally able, through extension within the curriculum and through enrichment
- To support and make more effective the transition of More Able children to the Junior School

4. Identification

Children are continually assessed throughout the year. This will include:

- Prior attainment records
- Teacher assessment; both summative and formative (data from conversations, marking and monitoring including Insight and teacher observations)
- In house tests

- Collation and scrutiny of individual pupils work
- RWI assessments
- Curriculum opportunities, e.g.: open-ended tasks, problem solving activities and creative challenges

No one single method can be entirely accurate.

Reception children are tracked from the end of the Autumn term, however these children may not be identified as 'more able' in Key Stage 1 due to being taught using a different curriculum.

A 'fluid' list of more able pupils is gathered through teacher nomination and reviewed termly, using the above identification criteria.

5. Teaching and Learning Provision

It is the responsibility of every class teacher to create a learning environment which inspires, encourages and challenges children. When planning and delivering lessons, teachers will consider how the needs of More and Exceptionally Able pupils might be met through:

- Varied and flexible grouping within a year group (RWI)
- Differentiation and extension activities highlighted in teachers' planning to provide sufficient challenge and enrichment for more able pupils in their learning
- Teaching thinking skills in subject context e.g. problem solving and decision making
- Provide a challenging learning environment which allows children to ask higher order questions which encourage investigation and enquiry
- Setting clear and challenging targets which involve pupils in their own learning and progress
- Enabling children to evaluate their own work (Learning Line)
- Open ended tasks
- Be child-centred, valuing and utilising pupils own interests and learning styles
- Establish what pupils can already do or have already done so that we are not wasting time with repetition or duplication of learning (particularly at the beginning of a new topic)
- Encourage children to use a variety of ideas, stimuli and resources
- Foster a climate of questioning, problem solving, debate and risk taking in the children's learning
- Be flexible in the uses of pupil groupings – ability, mixed ability, partners and individual.
- Promote and celebrate creativity and original thinking

We also provide a variety of enrichment opportunities which include:

- Extra-curricular activities and clubs
- Opportunities for artistic, musical, dramatic and sporting development (enabling all learners to develop their particular talent)

6. Roles and Responsibilities

6.1 Children's Role:

- Work hard in all subjects to the best of their abilities.

6.2 More Able Pupils Leader's role:

- Ensure agreed understanding amongst staff, parents and governors of the term More Able
- Coordinate the gathering of information on more able pupils and ensure high quality of provision for these pupils within the curriculum and beyond the curriculum

- Monitor provision across the school for more able pupils through lesson observation, work collection and pupil interviews

7. Continuity and Progression

- Staff will liaise at handover meetings and share relevant information including the data tracking sheets
- Teachers will liaise at Year 2 transition times
- Parents and teachers will work together for the needs of the More Able Children

8. Monitoring and Evaluation

This policy will be reviewed by the Headteacher, the More Able Co-ordinator and Governing Body against the aims set out above.

The Achievement & Progress Staff and Governor Impact Group meet termly to monitor the progress of all groups of pupils, including More Able.

If the implementation of this policy is successful, we will see:

- High achievement amongst our more able pupils, shown by their tests results, standard of written work and contributions to lessons
- Evidence of the more able pupils being challenged in their learning during lessons, evidenced in planning and teaching to include extension and enrichment
- Parents aware of our school approach to our more able pupils and happy with their child's progress

