Holyport CE Aided Primary School & Foundation Unit

More Able Policy

EQUAL OPPORTUNITIES

Holyport CE Primary School values diversity in its community and is committed to providing equal opportunities for all, whether they are a job applicant, teacher, member of the non-teaching staff, pupil, parent or governor. Through equal opportunities the school will strive to provide for everyone equally, regardless of ethnic background, faith, gender, age, sexual orientation, Special Educational Needs or disability. All governing body policies will operate within and be implemented with regard to this framework.

As a school we believe that everyone is precious in the sight of God and we value the gifts they bring. We seek to develop a love of learning and we place equal importance upon academic, moral, social, physical and spiritual development. Forging strong links with our families and the wider community, we endeavour to offer an excellent education which will prepare the children for the opportunities, experiences and responsibilities of adult life.

We believe an environment of creativity and commitment is required in order for the abilities, gifts and talents of all our pupils to flourish. Such an environment exists where an extensive range of enrichment opportunities supports high quality, challenging and engaging teaching. By focusing on an environment of inclusion we are creating a culture in which the abilities, gifts and talents of all will be fostered.

We recognise that some children have particular needs, for example, being more able in one or more aspects of school life. As such, this policy aims to ensure the needs of those children are met.

1. Aims

This policy aims to:

- ensure the abilities of the more able pupils are identified and developed,
- raise the level of aspirations, attainment and achievements for the more able pupils
- use teacher expertise to inspire individuals to develop their potential abilities, gifts and talents,
- encourage pupils to be active participants in their own learning journey,
- extend knowledge, experience and understanding in ways which develop critical and analytical capability, awareness of moral values and capacity for enjoyment

2. **Definition**
Over time there have been definitions identifying children who are attaining or achieving more than the broad average for their age group. ‘More Able’ learners are those who have abilities in one or more subjects.

The definition also includes children with exceptional abilities significantly beyond expectations for their age. It is possible that these abilities are so exceptional that there may be no such examples within school for several years.

3. Objectives
In order to achieve our aims we intend to:

- identify the more able pupils at an early stage
- assist pupils in identifying and developing their own specific abilities, gifts and talents
- ensure that pupils have a rich, challenging and varied learning experience which provides them with opportunities to use and share their abilities, gifts and talents
- help pupils attain the highest levels of achievement and attainment of which they are capable
- differentiate teaching to create challenging and open opportunities for the more able pupils to develop emerging gifts and talents

4. Identification
Identification of the more able pupils is based on the professional judgement of the teaching staff in school. This professional judgement will be based on a range of qualitative, quantitative and value-added measures to create a profile of the pupil.

5. **Provision**
There are a variety of ways teachers will provide opportunities for the more able pupils to learn, for example:

- set and agree the aims and objectives for a piece of work
- pitch objectives at a level appropriate to previous performance
- agree and explain the criteria for assessment and encourage pupils to respond to the assessment
- identify strengths and give positive pointers to improvement
- give the opportunity to discuss the work in depth
- provide opportunities to take part in group activities with both like and mixed ability groups
- creating a supportive environment of high expectation and high quality work
- instilling the culture of reviewing their work to see how it could be improved
- providing time to absorb their learning and time to reflect
- giving projects which have qualities of intellectual, enterprise, practical, aesthetic and interpersonal dimensions
- recognising and rejoicing in their abilities
- extra-curricular activities, which provide the opportunity for able children to further extend their experiences. These include a broad range of sporting, arts and fund raising activities and homework clubs
- the provision of opportunities for the more able pupils to work with pupils of similar ability: this will mean that it is appropriate for pupils to work with older pupils occasionally.
- mentoring and additional provision for pupils of exceptional ability.

6. **Monitoring and Evaluation**
   Monitoring and evaluating the provision for more able pupils to ensure it is effective and productive is an ongoing process.

   Data analysis will be combined with a more subjective profile of the pupil to build up a social and emotional picture to compliment the academic one. This information will be used to determine suitable enrichment activities for individuals and for monitoring the holistic development of the learner.

7. **Management**
   The class teacher is the main provider of opportunities for those children on the class provision map with some phase, key stage or whole school opportunities to complement this work.

   The progress of the more able pupils will be monitored through discussions with class teachers and tracked through Pupil Progress meetings.

   Subject leaders, liaising with Phase Leaders, will be responsible for coordinating extra resources and enrichment activities specifically for the more able pupils.

   Children identified as ‘More Able’ will be represented during monitoring and evaluation activities e.g. observing children and sampling work,

   Continuous Professional Development sessions will develop the provision for the more able children,

   Liaison between class teachers will take place before a child is transferred to a new year group or a new school.