

CONSULTATION PROCESS FOR POLICIES

Name of School: Red Oaks Primary School

Name of Policy: More Able Policy

| School Community | Evidence | Date |
|--------------------|---------------|---------------|
| Governors | | September '16 |
| Teaching Staff | Core Subjects | |
| Non Teaching Staff | | |
| Parents/Carers | | |
| Pupils | | |

Named Governor: Kathryn Hopes

Named Member of Staff: Peter Newton

Date Adopted: September 2020

Review Date: September 2022

Red Oaks Primary School
More Able Policy

National Curriculum 2014: *'Teachers set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standard'* (DfE 2013)

Ofsted: *Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels.* (Sean Harford, Ofsted National Director, Education March 2015)

Definition

The DfE and Ofsted define the *More Able* in terms of those pupils whose progress significantly exceeds age related expectations

More Able pupils are here defined as pupils who have ability or abilities in academic, social, arts, physical and leadership areas beyond that of those of the large majority of their peer group and who consequently require a more challenging curriculum than that appropriate for the large majority.

The term *'more able'* is not to be understood as referring to the able children in the national population. The term should be seen as relative and refers to the top 5% regardless of the ability profile of pupils at the school.

This policy is an integral part of Red Oak's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment, in which all pupils are enabled to realise their potential.

Within the school we recognise that *more able* pupils can be:

- good all-rounders
- high achievers in one or more areas
- of high ability but may have poor writing skills
- able and disaffected.

Aims

- To realise children's potential by providing equal opportunities that promote learning, enthusiasm, creativity and achievement.
- To support the development of every child by recognising the existence of all round ability and those who may be talented in a specific area.
- To encourage all children to explore their talents, exercise their capacity to learn and understand, and to develop their self-confidence.
- To celebrate their achievements and challenge so children perform to the best of their ability.

We aim to develop:

- Breadth and enjoyment in learning
- Social skills and self-confidence
- Critical thinking and problem solving skills
- Communication and presentation skills
- Team working and leadership skills
- Independence in learning skills

These skills will be developed through educational opportunities and challenges within the curriculum which include Breadth (enrichment), Depth (extension) and Pace (acceleration). A variety of resources will be used and these will include links with the local community including: local schools, expertise, industry, mentors, parents, ICT and other challenging initiatives.

Identification

Identification of *more able* children is a complex matter and is a whole school issue which is discussed and agreed by all staff. *More able* children are identified using a range of methods and by making a judgement based on an analysis of various sources of information including:

- Teacher observation, discussion with pupils, work scrutiny
- Test scores e.g. SATs /diagnostic spelling, reading and maths
- Parent, peer or self nomination
- Parent observations and comments

This information is collated by the *More Able* Co-ordinator and Curriculum Team Leaders and is made available to all staff. The *more able* register is regularly reviewed and updated.

Approaches to Teaching and Learning

A wide variety of opportunities to develop thinking skills and explore different learning styles will be offered through:

- Stimulating challenges through differentiation and extension tasks within subject areas
- Opportunities for independent learning: organise own work, unaided tasks, evaluation of work and reflection.
- Open ended investigation tasks
- Enrichment activities
- Consulting with parents and children from other schools
- Multimedia recording and presentation of information
- Varied pupil groupings eg pupils working with older pupils occasionally and withdrawal to work in small groups
- Mentoring and visiting experts.
- Opportunities to attend after school clubs.

Inclusion

In *More Able* teaching at Red Oaks, staff are aware of children's individual needs and how to best to differentiate teaching and learning to enable access for all. This is done through adapting teaching to suit a variety of learning styles, often using a multi-sensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and/or learning needs. Teachers have access to specialist support for advice on strategies, target setting and assessment. All disabled pupils are included on the Red Oaks' Vulnerable Learner Database, and their progress is systematically recorded and monitored.

Red Oaks is a Dyslexia Friendly School and all teachers are aware of the Dyslexia Friendly Schools guidelines. The school has also achieved the Inclusion Quality Mark.

Roles and Responsibilities

The role of the School:

- Analyse attainment data, including performance criteria in sport, PE and the creative arts, in order to identify its *more able* pupils and those pupils who have the potential to reach high levels of performance.
- Thorough robust school self-evaluation be alert to particular groups of pupils who may be underachieving and to assess the potential ability of these pupils.
- Ensure that school policy and provision is linked to the school improvement plan where appropriate.
- Establish procedures for identifying *more able* pupils which are transparent, non-discriminatory, flexible and effective.
- Ensure pupil's achievements match their potential ability, taking into account the school's performance data as well as information from its own pupil tracking.
- Be aware that particular groups of pupils are under represented in the cohort of *more able* pupils.
- Promote an atmosphere of inclusiveness where any negative stereotyped generalizations about *more able* pupils are challenged.
- Ensure the school's curriculum and the other opportunities meet the needs of the *more able* pupils.
- Monitor the outcomes and track the progress of *more able* pupils, taking appropriate and effective action to promote the interests of these pupils, including providing resources and training for staff as well as for pupils to plan their learning and develop further their talents and experiences.
- Ensure that provision for *more able pupils* is embedded in all aspects of school life.
- Support the effective transition of *more able* pupils to the next stage of education.

Responsibility of the Class Teacher:

- Providing a suitably differentiated curriculum, using the aforementioned approaches, to allow children to experience challenges across a range of subjects.
- Identifying children who are especially talented in one or more areas and informing the *more able* co ordinator to be added to the register.
- Liaison with parents regarding identification and assessments, and reporting on any special provision and progress made.
- Involving children in target setting.
- Informing parents when their child is on the More Able register.

Parents are responsible for:

- Sharing assessments of strengths and needs, especially on enrollment.
- Sharing high but realistic expectations of further success.
- Agreeing to the need for a broad and balanced curriculum which provides challenge in relevant areas but avoid the undue pressure that comes from expectation of high ability in everything all the time.
- Recognising together that learning to learn and the enjoyment of learning are as important as passing tests and examinations.
- Building on experiences provided by each other.
- Sharing successes and concerns.

Curriculum Team Leaders and Subject Co-ordinators are responsible for:

- Supporting staff in identifying more able children in their given subject.
- Developing effective classroom practice working with Senior Management Team, Teachers and TAs
- Co-ordinating groups and outside agencies working to support *more able* children.
- Developing whole-school self-evaluation of *more able* children with the SLT and improvement planning for *more able* provision and outcomes.
- Liaising with local industry, schools and expertise.
- Offering training and resources.

The More Able Co-ordinator is responsible for:

- Managing the *more able* register.
- Ensure that the *more able* register is updated and shared with class teachers bi-annually.
- Review progress of *more able* children with Head teacher at year end.
- Build and develop a register of *more able* clubs and opportunities for class teachers to share with parents.
- Liaise with teachers to build evidence of work completed in class and clubs.

The Head Teacher will be responsible for:

- Overall policy setting
- Depth and breadth of the curriculum
- Whole-school assessment and monitoring systems
- Leading/facilitating staff in their provision for the More Able

The More Able Link Governor is responsible for:

- Deciding what type and level of monitoring of the policy is appropriate in the school
- Ensure that the monitoring is implemented appropriately
- Evaluate the impact of the policy
- Ensure that the school's policy is linked with the school improvement plan and related budget

Policy Reviewed and Agreed _____