

Old Dalby Church of England Primary School



More Able Policy

Formulated by	Teaching Staff
Approved by Governors date	Spring 2017
Review date	Spring 2018

At Old Dalby C of E Primary School we ensure we meet the needs for all our pupils. All children have the right to make good progress. We ensure Quality First Teaching, robust assessment systems and inclusion of greater challenges in lessons enable pupils to develop all their aptitudes and abilities.

Definition

At Old Dalby C of E Primary School we use the term 'more able' to refer to pupils who demonstrate, or have the potential to work at a level deeper than their peers. This may be in one or more areas.

A pupil is classed as more able if they were assessed as working at greater depth within a subject at the end of the previous academic year or are currently doing so. They show the ability to reason through explanation or independently applying skills in different contexts in all areas of a subject.

Aims

- To use a broad range of qualitative and quantitative data to identify our more able pupils.
- To recognise those pupils who may have potential but currently underachieve.
- To ensure that all staff receive appropriate support and training in identifying and providing for our most able pupils.
- To provide support and challenge in the classroom, within an ethos of high expectations.
- To ensure that, where necessary, individuals receive academic or pastoral support to overcome identified barriers to learning.
- To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.
- To provide a range of additional opportunities to develop the experiences of our most able.

Organisation

Acceleration is not recommended, it should be possible to address the needs of these pupils within their appropriate year group, except in very exceptional circumstances. There may be times for children to work with older children, through curricular activities and through visits to secondary schools. Withdrawal groups can be used but these must be done sensitively.

Curriculum Provision

Extension and reasoning work is provided by teachers in all classes as part of differentiated provision through Quality First Teaching. Working with others of similar ability is important. Differentiation should provide activities requiring higher order thinking skills. The role of the teacher is vital in challenging more able children.

Co-ordinating and monitoring

The following people can support more able students and provision:

- Headteacher
- More Able Co-ordinator
- PSHE/SMSC Co-ordinator
- LSAs
- Governor with responsibility for more able pupils

Review and Development

Each term, the data from each core subject will be reviewed and the more able children in each group will be tracked as a separate group. Their progress and attainment will be monitored by SLT and the More Able Co-ordinator.

Partnership with secondary schools

The school will liaise with local secondary schools to pass on information about activities for more able workshops.

During the transition process, staff will liaise with secondary school staff to provide information about more able children transferring.

Outside Agencies

The school is a member of NACE – National Association for able Children in Education. Staff have access to case studies and resources through their website.