

Clee Hill Community Academy More Able Pupil Policy

Reviewed: January 2018

Review date: January 2021

Rationale

Clee Hill Community Academy is a school that is committed to raising standards and ensuring that all pupils have their abilities identified and promoted. We recognise that pupils with ability can have diverse cultural and economic backgrounds and many pupils may have particular strengths in one or more areas.

Aims

We aim to:

- Provide all children with a challenging, extended and enriched curriculum.
- Encourage all children to develop higher order thinking skills and at the same time opportunities for able children to work at their own level and pace, thus realising their potential.
- Provide opportunities to develop specific skills or talents.
- Provide an education which is concerned with the whole child.
- Offer children opportunities to generate their own learning.
- Follow a growth mindset: believe and have high expectations.

Definitions

The DFE definition of "More Able students" are pupils who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in their school. Nationally this is expected to be between 5 - 10 % of each group.

Able pupils are a diverse group. However, they are more likely than most to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
- communicate their thoughts and ideas well.
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects, or within a particular subject or aspects of work.

We also need to remember that the more able pupils children may:

- Be high achievers in one area but unexceptional (or below average) in others
- Exhibit poor social skills
- Show poor motivation
- Disguise their ability
- Have poor coordination or motor skills (e.g. handwriting)
- Have English as an additional language
- Have been identified as SEN

At Clee Hill Community Academy we will be identifying our most able pupils within each year group in order to provide a curriculum that is appropriate to the needs and abilities of all our children. The following areas have been identified as being the main areas of ability. We also seek to identify pupils who are not fulfilling their potential.

- A. Intellectual** - English, Mathematics, Science
- B. Artistic and creative** - Art and Design, Music, Drama
- C. Practical** - Art and Design, Mechanical Ingenuity
- D. Physical** - Sport, P.E., Dance
- E. Social** - Personal and Interpersonal, Leadership Qualities
- F.** A pupil who could be recognised as more able but who is presently not reaching his or her full potential.

Identification Strategies

Identification strategies for more able pupils are closely linked to our assessment systems and part of day-to-day classroom provision which aims to ensure suitable and effective provision for all pupils. There are many ways in which teachers can identify children's special abilities and talents, these include:

- Teacher observation and assessment
- Test and assessment results (e.g. Foundation Profile, KS1 and KS2 SATs, end of year tests and assessments, end of unit assessments)
- Discussion with pupils/ self and peer group identification
- Discussion with other staff/parents or carers
- Information received from previous class / school
- Information from parents and carers

What does provision for more able pupils look like at Clee Hill Community Academy?

Within EYFS, more able pupils are identified and developed as learners by:

- having opportunities for talk to extend their language
- using talk for writing
- having language modelled for them and regularly developing their speech and language
- use of the EY Log where their next steps are always identified.
- Effective questioning
- Continuously challenging children allowing them also to challenge themselves

Within Key Stage 1, these pupils are identified and developed as learners by:

- Having a higher level of independence

- Using discussion more freely to challenge their thinking and working together to develop ideas (talking partners / maths buddies etc)

Once children reach Key Stage 2, and throughout their time in the key stage they:

- Have a higher level of questioning to encourage own thoughts and ideas
- Are encouraged to be 'in charge of their own learning' by choosing the appropriate level of questioning / task for them (although this is monitored by staff)
- Are encouraged to explain and justify their answers in a clear way
- Complete self / peer editing often thinking about their own next steps
- Write their own challenge questions to reach the next steps.

Provision and Planning

We offer an enriched and differentiated curriculum for all children. This is achieved in the following ways:

- Regular use of enquiry based / problem solving activities that are as open ended as possible to allow for maximum differentiation and a variety of extension and enrichment activities. These include NRICH activities, open ended questioning and a range of extension activities available to all children.
- The use of The National Curriculum, including investigations which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate. This involves encouraging children to think around a problem and evaluate their own answers and results to edit and improve. Higher order thinking enables children to think for themselves and create their own questions.
- Extra provision outside the classroom such as a variety of clubs and activities. Where possible, opportunities are provided for the children to take part in inter- school competitions and events. These will include: Links with Lacon Childe for more able sports opportunities, STEM days for more able science and maths children, extra Maths groups for more able children to access higher level learning and opportunities for musicians and other sports to demonstrate skills and share in assemblies.
- Differentiated tasks and extension activities with greater breadth, depth or pace within the curriculum material for their year group. An example of this might be children challenging themselves by creating their own questions to answer using Blooms Taxonomy. (Differentiation is given equal weighting for all pupils).
- We are a growth mindset school and encourage children to develop as learners. We ensure they have a breadth of life skills including co-operation, communication, resilience, perseverance and respect.

Our learning culture

- is pupil-centred, valuing pupils' own interests and learning styles
- is designed to encourage independence and autonomy, and support pupils in using their initiative
- encourages pupils to be open to ideas and initiatives presented by others
- encourages the use of a variety of resources, ideas, methods and tasks by providing a differentiated curriculum, appropriate resources, tools and materials in order to further develop skills and talents

- ensures appropriate learning can take place within an effective learning environment by providing all staff with training in up to date methods
- recognises the importance of questioning in creating opportunities for active learning
- involves pupils in working in a range of settings and combinations - as individuals, in pairs, in groups, as a class, cross-year, cross-school, and inter-school eg putting in place structures to enable more able children to succeed - this may include streaming, extension, intervention, grouping with older children or with children of similar ability
- encourages pupils to reflect on the process of their own learning and to understand the factors which help them to make progress
- promotes a positive view of ALL pupils' needs by all those involved and creates a culture which seeks, applauds and promotes achievement
- promotes liaison with parents in the development of provision

Assessment

- *Teacher assessment (formative and summative) assesses children's ability.*
- *The school operates a More Able Pupil register. Teachers update and review this information annually but assessment and adaption is ongoing.*

Role of Subject Co-ordinator:

The responsibilities of subject co-ordinator includes:

- *Creating and maintaining the register of More Able pupils*
- *Ensuring all staff are challenging more able children during lessons. (This will be evidenced during lesson observations and book monitoring).*
- *Familiarisation with current initiatives and research so as to keep staff informed*
- *Sharing good ideas and practice with staff, senior management and governors*
- *Identifying staff Inset needs, including those arising from Performance Management*
- *Assess the progress of more able pupils regularly with senior management following regular pupil progress meetings.*

Monitoring of this Policy

This policy is monitored, reviewed and updated regularly and its effectiveness evaluated.