

MANOR ROAD PRIMARY SCHOOL



MORE ABLE CHILDREN POLICY

March 2023





Manor Road Primary School

More Able Policy

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Manor Road Primary School More Able Children Policy

Rationale

Manor Road school values all children equally and endeavours to ensure that each child should have the opportunity to realise their potential in a challenging and supportive environment.

Our school has, at any time, a number of more able or talented children, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning.

We believe that we can make a difference in enabling these children to fulfil their potential and recognise the value and importance of identifying and celebrating their achievements and successes.

Manor Road Primary School's definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

Aims

The aim of this document is to ensure a consistent approach to the identification and support of the more able or talented child through:

- An agreed, shared definition of the terms "able", "very able", "talented"
- Identification of talented or very able children as early as possible
- Substantiating identification by the use of objective assessment measures
- Meeting children's needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- Placing an emphasis on creating opportunities for children to identify their gifts and talents
and for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Promoting opportunities for disadvantaged learners
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities

Definition

Those children who demonstrate abilities which place them into the highest achieving 20% of our school population, in one or more areas, and would benefit from an effective and planned differentiation programme can be classified as “**able**”.

In these guidelines the term “**very able**” refers to learners who perform, or who are potentially able to perform, extremely highly in one or more subjects in the statutory school curriculum (other than art and design, music and PE).

The term “**talented**” refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as art, music, PE, or performing arts.

Underachievement is a discrepancy between a child’s school performance and some other indicator of his or her actual ability e.g. a failure in terms of results and/or quality of work may be an indicator. Underachievers can be difficult to identify and so staff are encouraged to note any evidence of ability and to explore the pupil’s potential.

Identification

There are a wide range of identification strategies available. It is important to note that no single process is perfect or should be used in isolation. The identification process needs to be ongoing.

Identification is usually made by:

- Teacher nomination
- Reports from previous schools
- Test results/teacher assessments
- Child’s work
- Checklists of characteristics - generic and subject-specific
- Parental information
- Peer/self nomination
- Information provided by external agencies (e.g. sports organisations, music tutors, etc)

Assessment methods

- Teacher observation
- Benchmark tests/assessments
- Cognitive Abilities Tests
- In-house subject tests or assessments
- Response to increased challenge
- Provision of opportunity
- Response from external agency

Once identified the class teacher will work alongside the More Able Lead. If agreed that the criteria are met, the child's name is entered in the More Able Register. Parents/carers may be invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

Roles and Responsibilities

The class teacher will:

- Take steps to identify more able or talented pupils within their class as soon as possible
- Assess/gather data to support the identification
- Liaise with the More Able Lead and parents/carers throughout the time the child is in their class
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium and short term plans, as appropriate
- Review provision regularly

The More Able Co-Ordinator will:

- Liaise with class teachers
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results
- Work with the teacher to support the child and plan provision
- Contact parents and keep them informed where appropriate
- Maintain and update the More Able register
- Help decide upon the strategies to be used to maximise learning and development
- Liaise with and arrange other agency referrals as appropriate
- Review provision on a regular basis
- Liaise with the Head Teacher to inform and secure funding
- Review the effectiveness of the policy

Provision

In School:

Where a child is able in one or more particular areas, they will be supported with high expectations and planning within the classroom and outside to enable them to pursue work at their own level.

Teachers should seek to use a variety of techniques and strategies to provide for the able child.

Planning for the able child:

- Identifying provision for able children in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or grouping (setting, acceleration, fast-tracking, compacting, early entry)
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities

Challenging the able child:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources
- Visits/workshops from poets, writers, artists, actors, dancers etc.
- Increased technical and specialist language
- Use of subject specialists
- Mentoring by either a similarly talented or suitable encouraging adult
- Use of additional support, TA's, other adults, older children and parents for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school day
- Cluster activities with other schools
- Consideration of the enrichment activities provided by outside associations and organisations

Outside School

The most effective support the school can provide to parents of able children is via open communication of information about progress and strategies adopted. Manor Road will make use of:

- Subject specialists
- Visiting experts
- School library service
- Specialist clubs and societies
- National Associations
- The Internet

Continuity and Progression

- Information on More Able pupils is provided on transfer between classes
- Information on More Able pupils is provided on transfer between schools

Monitoring, Assessment and Evaluation

Children's achievements will be monitored and evaluated against set targets. This process will include:

- Regular observation and recording of progress across the curriculum

- Encouraging children to assess and review their own performance
- Valuing out of school achievements
- Intervention activities to prevent underachievement.

Named Lead

The More Able Lead for our school is Karen Marshall

Continuing Professional Development

This will be provided by:

- Regular training for the More Able Lead
- Appropriate in-service for all staff
- Involvement in cluster co-ordinator meetings and training initiatives

Process for Development and Review

Our commitment to support more able and talented pupils is reflected in our School Improvement Plan.

Policy Written by: Karen Marshall
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Policy To Be Reviewed: As Required