

More Able Policy

Barnes Farm Infant School



**Building futures,
inspiring success**

April 2017
Head teacher
SENCO

MONITORING THIS POLICY

The Head teacher will monitor the application of this Policy and take appropriate steps to ensure that it is operating effectively. This will be achieved through discussion and monitoring.

The policy will be reviewed by the Governing Body on an annual basis to ensure its effective application and any issues arising will be raised on the School Development Plan and tracked accordingly.

Adopted by Governing Body
Review Date

Chair of Governors Date

Head teacher Date



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More Able Policy

Aims

- ‘Every child wants to be good at something, and every child can be.’
Professor Joan Freeman, Patron of NACE, How to Raise a Bright Child
At Barnes Farm Infant School, we are committed to providing a safe, challenging and stimulating environment for all our pupils.
We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models. High quality teaching, inspiring curriculum and high expectations of learning, aim to maximise opportunities and develop the children’s confidence, so they can challenge themselves and take risks. We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as ‘gifted or talented’, regardless of their gender or background.
- To ensure that these pupils reach their full potential, it is important to adopt and implement appropriate policies and practices to fulfil their educational and social needs. Their specific talents and skills need to be nurtured; by providing them with either the opportunities to work at high cognitive levels in academic areas; or a chance to aspire for creative or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well-rounded education. We believe a strong gifted and talented programme is vital to support the ethos of Barnes Farm Infant School, as it promotes increased performance across the board, lifting the aspirations of pupils, teachers and support staff.

Definitions:

- The terminology for the ‘gifted and talented’ is varied and changing. Over the years many terms have been used. The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations. Currently Ofsted uses the term ‘More Able’ in primary schools and ‘Most Able’ in secondary schools. The DfE refers to higher attainers as well as most/more able. The Ofsted school inspection handbook (August 2016) questions, ‘Whether work in all year groups is demanding enough for all pupils?’ and how the school, ‘helps all pupils make progress and fulfil their potential?’
- Children who are defined as the ‘more able’ at Barnes Farm Infant School, will be identified in any year group, for any subject, regardless of the overall ability profile of the pupils.
- At Barnes Farm Infant School we have chosen collectively as a school to refer to children who are ‘gifted and talented’, as the more able. With children who are our more able, demonstrating as possessing a ‘broad range of achievement, performing at a very high level and having well developed learning skills, across most or all areas of learning, or, excelling in one or more specific fields, such as Sport or Music.’

- For children who demonstrate an innate ability, present a natural, outstanding aptitude or competence for exceptional performance above that of their peers, and are the more able of the whole school population, the term 'very able' may be used. These children may be supported from the guidance of specialist teachers, or outside agencies/clubs.

Identification of the More Able

- The identification of the 'more able' pupils is a process in which the whole teaching and support staff participate in; as well as parents, carers and the children themselves. The process starts as soon as children enter Barnes Farm Infant School and is constantly reviewed. Before identifying any child as 'more able' in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fairer.
A register of the 'more able' is kept by the Personalised Learning Leader which will be passed to subject leaders, but talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by all of the above parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily, or permanently.

The 'more able' learners may display some or all of the following characteristics:

- Good memory
 - Quick grasp of concepts, lateral thinking
 - Wide vocabulary
 - Expressive ability
 - Abstract thinking
 - Skills of analysis
 - Creativity
 - Positivity
 - Good all-rounders
- Identification is also based on ability, not solely on achievement. Some children can "underachieve" for a variety of reasons such as: peer pressure; behaviour problems; special educational needs or reluctant learners. All staff are trained to be aware of this and look for "hidden talents." Both qualitative and quantitative information can be used for identification purposes.

These 'more able' learners can present themselves as being:

- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal ability but with low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to 'disguise' their skills

Provision for the More Able

At Barnes Farm Infant School, the main focus is to improve provision for the more able pupils in our day-to-day teaching and learning using high quality teaching to extend and challenge the pupils.

There are three ways to meet the needs of these pupils. Barnes Farm Infant School utilises all of these ways; primarily using enrichment and extension first. The New Curriculum, 2014, supports the provision of enrichment, extension, and acceleration, by stating, 'throughout the curriculum opportunities to extend, broaden and promote the application of skills are identified.'

Therefore at Barnes Farm Infant School, we focus on a variety of different provisions for meeting the needs of our more able pupils. Opportunities for extension, enrichment and acceleration are built into all our schemes of work across all curriculum areas, including our homework provision.

- Enrichment consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic that there would not normally be time to study, or it can consist of adding extra opportunities within the curriculum.
- Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.
- Acceleration consists of enabling pupils to access work which would typically be for older pupils. This can occur through or giving them work which would usually be given to older pupils or covering the same work as everyone else but in a shorter period of time.

Types of Provision

Class provision:

- All classrooms include challenging activities which promote all styles of learning.
- Teachers ask open ended questions and higher order thinking questions.
- Teachers have high expectations.
- Teaching is personalised, pacy and challenging.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately (i.e. respond at their own level).
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills, and questioning skills.
- A variety of grouping is used effectively e.g. mixed ability.
- There is access to higher level tests for assessment.
- Enrichment of learning – whereby particular skills, set of skills or knowledge within an area can be further developed and enhanced.

School Based Provision: i.e. curriculum provision varies according to subject area.

- Shared celebration of children's achievements.
- School clubs including sports, arts, music.
- Specialist Teachers – P.E, Music.
- Enrichment opportunities including specialist days.
- Intervention groups
- Opportunities to learn a variety of musical instruments and for performances.
- Partnership with cluster schools including workshops.
- Regular home learning activities.

Out of school provision:

- To help children find support, training and clubs for more diverse talents.

- Opportunities to enter local/national schemes/competitions.
- To access opportunities by STEP cluster of schools.
- Ensure close liaison with Junior school to support transition.
- Offer opportunities to outreach programmes run by Essex County Council.

Process for Review and Development

The Personalised Learning Leader oversees the 'more able', with the support and active participation of the whole staff, is responsible for:

- Updating and reviewing the information record of children on the 'more able' register and monitor their progress.
- Monitoring provision alongside other subject leaders, including teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas.
- Ensuring liaison with parents where necessary
- Sharing the child's individual additional support log with parents at consultation evenings.
- Reviewing the policy
- Identification of any suitable mentors for pupils.
- Identification of staff INSET needs.
- Provision of any necessary resources.
- Keeping up to date with information, research and current initiatives to do with the 'more able' and feeding back to the staff and governors.
- Sharing of good practice and ideas with staff, cluster group.
- Developing links with agencies or organisations that support the 'more able'.
- Consulting with the SLT, staff and governors.

Resources

The school's resources will include ideas and commercially produced material. These may be kept in a central area e.g. with the subject leader, with individual curriculum resources, the class teacher or in the Amenities Room. In addition the school library may be used for research or self-study.

Priorities for development

The priorities for the development of the teaching and learning of More Able pupils will be established using advice from The Department for Education and the National Association for Able Children in Education (NACE).

Policy Review

This policy was written in Spring 2017 and shared with all staff and governors.

This policy will be reviewed every 3 years, unless the need for review arises beforehand.