



Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust



More Able Pupils Policy

Rationale

Our school recognises that many pupils have particular strengths in one or more areas. Stottesdon 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.

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.

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.



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-1-



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 Stottesdon 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 carers
- Information received from previous class / school
- Information from parents and carers

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.
- The use of The National Curriculum, including investigations which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate.



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- 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.
- Differentiated tasks and extension activities with greater breadth, depth or pace (e.g. challenge box) within the curriculum material for their year group. (Differentiation is given equal weighting for all pupils).
- Ensuring provision values and develops the whole child e.g. a breadth of learning skills or life skills - co-operation; communication; resilience; growth mind set; perseverance; understanding mistakes or confusion is seen as learning opportunities; questioning; respect for ranges of inputs and opinions.
- Once the above has been explored the school may deem it appropriate to explore organisation strategies below:
 - Ability grouping: grouping pupils by overall attainment level.
 - Promotion: moving the most able pupils to the year above
 - Partial acceleration: flexible grouping, used selectively

The school considers these decisions extremely carefully and believes in a balanced approach and organisation which benefits all pupils. The Education Endowment Foundation's (EEF's) teaching and learning toolkit includes a section on the impact of ability grouping. The organisation's website says that high attaining pupils benefit from different types of grouping, including pull-out or accelerated classes or promotion. It refers to research which shows that these pupils can achieve between three and 12 months' additional learning on the back of these strategies. However, it also says: ...research into gifted and talented schemes rarely records the impact of the schemes on the students not identified as gifted and talented ... Low attaining learners fall behind by one or two months a year, on average, when compared with the progress of similar students in classes with mixed ability groups.

We also consider the pupil's personal, emotional, and social maturity. We often find that partial acceleration may be appropriate for some children (for example, a year 1 pupil working with a year 2 or year 3 group for writing, reading, or mathematical activities). In our mixed-age classes, partial acceleration may happen as a natural part of classroom organisation.

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

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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.*

Monitoring and Evaluation

The provision of quality teaching and learning for all pupils at Stottesdon School is a high priority. Senior management monitors the teaching of all subjects through a range of monitoring tools (see policy) and feeds back information from these to staff and governors. In addition to this, the staff conduct a school evaluation for more able provision to inform future school development planning.

Role of Subject Co-ordinators and teachers:

The responsibilities of all subject co-ordinators and teachers include:

- *Creating and maintaining the register of More Able pupils*
- *Updating resources*
- *Undertaking training and professional development*
- *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*
- *Monitoring the effectiveness of the school policy for More Able children and overseeing this element of the school's development plan.*

Monitoring of this Policy

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

Reviewed and updated March 2017