

William Barnes Primary School

Policy for More Able Pupils

*'The mind is a fire to be kindled,
not a vessel to be filled'*

(Plutarch)

William Barnes Primary School policy for the More Able Pupils

At William Barnes we aim to help all our pupils to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially.

We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables pupils to reach their potential. Through the policy the school will recognise the presence of more able pupils, and the need for both the identification of high ability in all subjects and its development through curriculum extension and enrichment.

AIMS

The school will provide

- A system to recognise pupils with high ability, which uses information from a variety of sources.
- Effective planning and teaching, which will provide enrichment and challenge at a suitable level for these pupils, fulfilling their entitlement to appropriate National Curriculum programmes of study.
- Involvement of parents and outside agencies (where appropriate)
- Support to enable more able pupils to develop as socially and emotionally well-balanced individuals within their peer group, whose skills and talents are developed to the full.
- A community, which maintains a positive ethos where all achievements are valued, and individuals are confident to develop their abilities to the full without fear, prejudice and envy.

Definitions

*What is a **more able** child?*

A pupil who has an ability or abilities beyond the large majority of their peer group and as a consequence require a more challenging curriculum than that of the rest of the class. Around 15 - 20% of a class may be termed 'more able'.

Approximately 5 to 10% of the school population may be considered 'gifted and talented'. Those children who excel in academic disciplines are termed '**gifted**'. Those who excel in areas requiring visio-spatial skills or practical abilities (art, drama, dance, music sport) are '**talented**'.

There is a significant difference between a bright child and a 'gifted' learner.

In July 2012 a report 'Educating the Highly Able' produced by the Sutton Trust recommended 'the confusing and catch-all construct "gifted and talented" be abandoned' and suggests the focus should be on those capable of excellence in school subjects, which the report terms, 'highly able'. The DfE now use the term 'Academically More Able Pupils'.

Regardless of the terminology, it is our duty to assess our pupils thoroughly, know them as individuals and support them to achieve to the very best of their abilities.

Identification

Characteristics of more able children

- They learn more quickly
- They ask searching questions
- They challenge accepted theories
- They are autonomous learners
- They are divergent thinkers
- They have a vivid imagination

Pupils will be identified by:

- Teacher nomination
- Reports from previous schools
- Test results/ teacher assessment/peer comparison
- Parents, who should be consulted as part of the identification process
- Information provided by outside agencies and clubs.
- Cognitive ability tests
- Response from outside agency

Once identified the teacher and coordinator will discuss the above criteria and, if agreed, the child's name will be entered on the More Able register. Parents will be informed of this and their experience and knowledge of the child will be used to help implement necessary support. The teacher's plans will reflect the challenges and extension for that child.

We believe early identification to be essential.

Characteristics of under achieving more able pupils:

- Bored and restless
- High quality oral work but poor written work
- Disappointing test results but asks searching questions
- Dislike of routine work – often unfinished
- Creative interests or hobbies outside school but not reflected in school
- Disruptive behaviour
- Low self-esteem or highly critical

Provision

Differentiation is defined as planning for individual difference and close attention is paid to individual progress throughout the school. All pupils are encouraged to think for themselves and take responsibility for their learning.

An important part of differentiation is the development of:

- Problem solving and investigation to develop reasoning and higher order thinking skills.
- Use of stimulating, open-ended questions and tasks.

- Target setting. Good learning targets for curriculum planning may be broken down into
MUST: remembering and understanding
SHOULD: applying and analyzing
COULD: evaluating and creating
- Opportunities for creative and productive thinking.
- Independent learning
- Connection of learning – the big picture

All children should have a **deep learning** of key ideas/constructs and opportunities for even deeper learning (growth mindset). For some learners they will be able to access, within a construct, even greater challenge to deepen their thinking further.

Mastery learning is deep learning that sticks, can be recalled over time etc. the characteristics of which are:

Independence – applying skills and knowledge without recall to the teacher;
Fluency – apply skills and knowledge with a high level of confidence and resilience when the task is more demanding
Application – apply skills and knowledge to different areas of the curriculum
Consistency – use knowledge, skills and understanding consistently
Synthesize – organise ideas and make connections
Revisit – return to the aspect of learning with confidence
Explain it – ability to explain clearly to others

Enrichment is defined as the broadening of the learning experience, promoting higher levels of thinking and higher expectations than that for the norm of the age group.

This may be accomplished by:

- Clubs at lunchtimes and after schools
- Assemblies to perform and show skills
- Links with other schools – pyramid activities
- Entry into competitions
- Use of subject specialists from Secondary Schools
- Peer tutoring
- Use of additional support – peers, parents, teaching assistants
- Visiting mentors – artists/ sports coaches
- Mentoring
- Activities provided by other agencies

Extra Curricular provision

This is an important means of providing enriching experiences through a range of activities. These may include clubs, workshops, residential opportunities, pyramid

activities, cross phase activities and visits to schools by specialists in various fields e.g. artists, writers, sports personalities, musicians etc.

They will be arranged within the school to suit the requirements of the pupils on the register and therefore will not necessarily be the same in any school year.

Monitoring

Monitoring of individuals will be ongoing by class teachers. Class teachers will inform the Head and coordinator of progress.

The staff will work together to ensure year-on-year progression is secure.

Provision of resources

The staff will discuss their training needs as they arise to maintain a positive response to new government initiatives and a supportive school ethos with high expectations where pupils feel valued and are confident of a positive response to their achievement.

Staff will be encouraged to share their knowledge and expertise with each other.

Continuing Professional Development

- Training where appropriate
- Support from LA
- Involvement in pyramid meetings and CPD days with subject leaders

Review and Evaluation procedures

This policy will be reviewed and updated annually

Originated by J Newell September 2016

Adopted date: Reviewed:	22/03/23
Signature of Headteacher:	Karen Wrixon
Signature of Governing body:	Chris Jones
Next review date	Spring 2024