



Robertswood School

More able Policy

Rationale

At Robertswood School we are committed to providing high quality education for all our pupils. We believe a rich, challenging and stimulating curriculum will benefit all children, some of whom will be more able than others. The recognition and meeting of the needs of able pupils will raise expectations, create a culture where success is valued and therefore raise standards throughout the school community.

Aims

- To recognise that more able pupils have particular needs that must be met.
- To foster a love of learning and the pursuit of excellence.
- To work in partnership with parents and relevant agencies.
- To develop and maintain an inclusive approach to education.
- To skilfully challenge identified children to reach their true potential.

Identification

A range of methods of identification are used as we recognise each one has its limitations.

- Teacher assessment and/or observations.
- Possession of one or more of the higher order characteristics (such as critical thinking and problem solving).
- SATs or other test results.

We recognise that not all more able pupils are obvious achievers. Poor behaviour and/or under achievement may also be indicators that a pupil is more able. The potential of some pupils may be masked by frustration, low self esteem, lack of challenge and low teacher/parent expectation.

Provision

The needs of more able pupils are met at our school through:

- The provision of a challenging and creative curriculum where tasks are appropriately differentiated.
- Appropriate grouping.
- Provision of a challenging and stimulating learning environment.
- The use of higher order questions to challenge and develop thinking skills.
- Extension and enrichment.
- Study skills.
- Ownership of learning – knowing their targets and how they can improve.
- Sourcing activities specifically for more able children.

Transfer and Transition Effective recording and communication systems between each year group, across and within Key Stages, will ensure that as far as possible teachers are aware (at the start of each year) of:

- Attainment and progress.
- Potential and interests of all learners.
- Skills that have been mastered.
- Those identified as more able
- Preferred learning styles.

Monitoring and Evaluation

All staff will monitor progress of identified children across all areas using Rainbow Assessment Tracking. Curriculum subject leaders will also monitor pupils who are more able in specific areas.

Roles and Responsibilities

Teaching & Support Staff will:

- Ensure more able pupils are set appropriately challenging tasks and learning opportunities in the context of challenge for all.
- Use appropriate differentiation.
- Identify pupils who are more able in particular areas.
- Track attainment and progress of identified pupils.
- Seek advice and support from subject leaders when necessary.

Curriculum Subject Leaders will:

- Monitor the progress and provision of pupils registered as more able in their specific subject areas.
- Ensure schemes of work and planning contain appropriately challenging tasks and learning opportunities to provide challenge for all pupils.
- Provide appropriate resources to stimulate and extend thinking.
- Organise/arrange appropriate subject specific enrichment activities for pupils.

Adopted:

Date: February 2022

Review:

Date: February 2025