



Robertswood School More able Policy

Rationale

Robertswood School recognises the need to realise the potential of all pupils, including those pupils who are more able. Ensuring that there is challenge and opportunity for more able pupils is as equally important as the needs of all other pupils and we are keen to ensure that provision is appropriate so that more able pupils are able to reach their full potential. reflects our duties to eliminate discrimination, advance equality of opportunity and foster good relations. At Robertswood, we have due regard for our duties under the Equality Act 2010, We will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Definitions

There is no universally accepted definition of what constitutes a particularly able learner, partly because being particularly able is not a fixed state of mind.

The Buckinghamshire learning Trust defines such pupils as children with one or more abilities developed to a level significantly above their year group, or with the potential to develop these abilities.

More able learners are defined as those who have abilities in one or more academic subjects such as, but not exclusively, Maths or English.

More able learners can also be defined as those who are vocationally gifted.

Other skills such as leadership, decision making and creative/critical thinking are taken into account when identifying more able learners.

The definition is also somewhat contextual that is, ability relative to the rest of the school population. That said, 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.

Aims

- to foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas
- to identify pupils achieving at a level beyond their peers and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- to identify pupils with the potential to perform at a level beyond their peers and to make appropriate provision which provides breadth in their areas of strength and develops them in areas of weakness
- to provide an appropriately challenging curriculum and enrichment activities for all pupils
- to support effective transition of more able pupils to secondary school
- to increase attainment of potentially able pupils, ensuring that they exceed expectations and that more achieve within level 6 by the end of key stage 2

Identification

The school has clear guidelines that inform the identification of pupils who are more able learners. The identification process will be alert to the difference between ability and achievement, taking care to include underachieving able pupils in the cohort and with particular focus on able Pupil Premium Funded pupils. It will also be alert to the necessity of including pupils at the earlier stages of English language fluency.

Monitoring will take place termly to ensure that identified pupils access the most appropriate provision and make very good progress. Pupils will be discussed specifically at pupil progress meetings each term between the Headteacher/Deputy Headteacher, More Able leader and class teachers. Monitoring will also take place through observations of teaching and learning, work scrutiny, planning scrutiny and conversations with more able pupils.

Criteria for identification will include:

- end of key stage 1 attainment
- prior attainment records
- reading age and spelling age scores
- standardised scores in verbal and non-verbal reasoning tests
- observations of classroom learning behaviours
- on-going school assessments, including during open ended tasks
- work scrutiny, including homework
- discussions with parents/carers
- discussions with individual pupils

Provision

- ❖ varied and flexible grouping within the classes
- ❖ setting in years 4 for Maths and in year 5 and 6 for Maths and English
- ❖ withdrawal of more able pupils for higher level work in small groups
- ❖ ensuring sufficient challenge and support for more able PPF pupils
- ❖ providing breadth of open ended problem solving tasks and leadership opportunities
- ❖ giving opportunity for pupils to work with, and to be in competition with, more able learners in other schools
- ❖ setting challenging and more demanding homework
- ❖ provision of challenging reading books in every classroom for more able readers
- ❖ teaching thinking skills in a subject context
- ❖ asking higher order questions which encourage deeper learning
- ❖ opportunity to learn a musical instrument in years 4 and 5
- ❖ giving opportunity for more able pupils to mentor and explain to their peers
- ❖ providing pastoral support, including peer support, for very able pupils as required
- ❖ involve pupils in decision-making, for example as members of the school council
- ❖ We use a mastery curriculum. Mastery is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods.

Whole School Strategies

Whole school strategies that are currently available are:

- individual pupil target setting in numeracy, reading and writing (on hold for 15/16)
- differentiation by accessing the whole curriculum to the learning needs of the individual
- providing the means to enter competitions locally for very able learners
- enrichment and extension activities which add breadth and depth to the curriculum
- accelerations where appropriate – e.g. going up to the next setting (on hold for 15/16)
- the encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates
- school productions to challenge and extend the more gifted artists, singers, dancers and actors
- class assemblies
- enrichment weeks when the normal timetable is suspended and cross-curricular projects, which offer pupils more challenge and responsibility.
- after school clubs to extend the curriculum further
- private violin, woodwind and brass lessons for the musically talented

Monitoring of provision

Monitoring and evaluation will be carried out by:

- the Headteacher
- the teacher responsible for more able learners
- members of the Senior Leadership Team

Monitoring exercises will include:

- scrutiny of medium and short-term planning and feedback
- classroom observations and drop ins with feedback
- reviewing pupil's work, book scrutiny and work sampling
- analysis of test data and papers
- monitoring of assessment
- work moderation
- the subject leader will make an annual report to the governors

Adopted by: Curriculum committee Date: May 2016

Reviewed by: Date: May 2019

Agreed by
Curriculum Committee: Date: