

More Able Pupils Policy

Rationale

Dorchester Primary School recognises the right of every child to an appropriate education with equality of opportunity for all. The school wishes to foster a love of learning in all children and to encourage them to achieve their own potential. We believe that all children are entitled to make the greatest progress possible. This is an integral part of the school's Inclusion Policy. We believe that any special abilities or talents should be identified as early as possible, and developed during the children's time at this school.

Vision Statement

Placing high quality learning at the heart of achievement.

Introduction

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. At Dorchester 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.

Purpose of the policy

The purpose of this policy is to make explicit how the school will provide for its most able pupils and ensure that such pupils are suitably challenged.

Aims and Objectives

Our school aims to:

- Ensure that all staff can successfully identify more able children;
- 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;
- Offer children opportunities to generate their own learning;
- Develop the children's thinking skills through extended and enriched learning activities;
- Develop the specific skills or talents of each child;
- Be concerned not only for children's academic development, but also for their social, moral, spiritual and emotional development;
- Involve and encourage parents in meeting the needs of their gifted or talented children;
- Ensure that at all transition points learning is recognised as a continuous and progressive process and pupils' current attainment and achievement is accepted, quickly built on and extended to ensure seamless learning;

According to our school ethos, we support the development of the whole child. We believe that some children have special abilities and talents and that the nurturing of these is our responsibility.

Definitions

Definitions 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. Pupils may also be recognised as 'Good all Rounders'.

- 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 part of day-to-day classroom provision ensuring suitable and effective provision for all pupils to access the whole curriculum. There are many ways in which teachers can identify children's special abilities and talents, and should consider the ways in which the children communicate creative / insightful thinking

and well as their focus and perseverance in particular areas of the curriculum.

Teachers can consider the following:

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

We 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

Provision

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 ('low threshold-high ceiling') to allow for maximum differentiation by outcome 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.
- Extra provision outside the classroom, such as a variety of artistic and sporting clubs, teams and performances. Also, opportunities are provided for the children to take part in a range of interschool competitions and musical events.
- Staff are encouraged to participate in courses and events run by HCTS and in school INSET is provided (where appropriate) to raise

the profile and move the school forward in its provision for more able pupils.

- Classroom provision is monitored through samples of work, assessment reports and observations where appropriate.
- Guided group work in Maths and English sessions as well as supporting learning also extend the more able pupils.
- Careful consideration of pace for more able pupils, providing opportunities for independent learning.
- Questioning effectively to encourage higher order thinking skills.
- Visitors with special knowledge, skills and understanding are invited into school on specific occasions.
- Pupils routinely work in a wide range of contexts, individually, in pairs, in groups, as a class and sometimes cross-year.
- The setting of incidental and planned challenges (challenge tables and gold tasks).
- *Challenge* provides activities and experiences with engage interest and stimulate thought and action at a high level.
- *Enrichment* adds breadth and range to attainment and progress.
- *Extension* provides opportunities for children to increase the depth of their knowledge, skills and understanding.
- *Specialist teaching* allows the skills and expertise of individual teachers to be utilised.

Assessment

Teacher assessment and tests are two of the main ways in which we assess children's ability.

- The school operates a More Able Pupil register. Teachers update and review this information termly.
- More able pupils are identified on Pupil Asset and progress monitored to ensure continued challenge.

Role of Coordinator

At Dorchester primary we recognise the necessity for all staff to be involved in identifying and providing appropriate provision for More Able pupils. However, we also recognise that having a named person with a specific responsibility will ensure the issue is kept in the forefront of staff consciousness. Furthermore, changes to the role, legislation or training opportunities will be investigated and shared with staff. As such

the named person will have appropriate training to act as a point of reference for colleagues who need assistance or advice.

The responsibilities of the coordinator 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 practise 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.

The coordinator for More Able pupils will work together with phase leaders to monitor the curriculum provided for More Able pupils to ensure there is appropriate challenge to encourage continued progress.

Parents

Dorchester Primary School recognises the vital role of the parents/carers in the education of their children. Indeed good home - school communication allows the school to become aware of the development of interests and hobbies outside school allowing appropriate provision to be provided etc.

Parents/carers of More Able children are informed of their children's progress verbally at consultation events and in the end of year report. They are also encouraged to discuss their child's progress with the class teacher at any time. Dialogue/questionnaires inform the school about a child's talent and/or an area in which they may be gifted.

Appendix

1. Identification checklist
2. Underachievement checklist

PUPIL ASSESSMENT PROFILES: A Checklist for Recognising the Under-Achieving More able Child



Name: _____

	Yes	No
Anti- school		
Orally good while written work is poor		
Apparently bored		
Restless and inattentive		
Absorbed in a private world		
Tactless and impatient with slower minds		
Friendly with older pupils		
Self - critical		
Poor social relations with peers and teachers		
Emotionally unstable		
Outwardly self-sufficient		
But also		
Creative when motivated		
Quick to learn		
Able to solve problems		
Able to ask provocative questions		
Persevering when motivated		
Given to abstract thought		
Inventive in response to open-ended questions		

PUPIL ASSESSMENT PROFILES TOWARDS THE IDENTIFICATION OF MORE ABLE PUPILS



Name: _____

	Yes	No	Sometimes
Acquires new knowledge, and easily.			
Has a very retentive memory that can be accessed easily.			
Has a wide general knowledge and interest in the world.			
Is exceptionally musical/artistic/creative/sports.			
Has real mechanical ingenuity, e.g. ability to design and build models.			
Shows well developed attention and concentration.			
Has an advanced moral and social awareness.			
Enjoys problem solving, often missing out on the intermediate stages in the process and making original connections.			
Is able to work independently at a good pace and enjoys doing so.			
Has a remarkable range of specialist knowledge e.g. dinosaurs.			
Is inquisitive and sceptical, often has strong views and opinions.			
Has an advanced vocabulary.			
Shows initiative and does not follow the crowd.			
Has many interests, although one may be particularly absorbing.			
Has a well-developed, sometimes odd sense of humour.			
Is either unusually introverted or extroverted.			
Communicates with adults - often better than with their peer group.			
Pays great attention to detail.			
Is very motivated and self-disciplined.			
Has a highly enquiring mind, with well developed reasoning and deduction skills.			