

More Able Policy

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Ethos

At Elveden C of E Academy, we aim to provide a curriculum that is appropriate to the needs and abilities of all of our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as `more able'.

Definitions

In England, there is no national definition of "more able" or "gifted" students or national support programme since the Young Gifted and Talented Programme closed in 2010.

The inspections body, Ofsted, evaluates whether schools "nurture, develop and stretch pupils' talents and interests". In two evaluative reports, published in 2013 and 2015, Ofsted was critical of the support provided to "more able" pupils, and called upon schools to improve their curriculums, the transition between primary and secondary school, and their work with families to support aspiration.

The DfE says Pupil Premium funds allow schools to provide support to highly able students, including those from disadvantaged backgrounds. The Opportunity Areas scheme also seeks to raise standards and support available.

Reports by the Sutton Trust and Potential Plus UK have argued that Ofsted should strengthen its inspection of provision for disadvantaged highly-able students and called upon the DfE to invest in programmes to evaluate the effectiveness of the support provided.

The DfE now use the term ***'Academically More Able Pupils'*** (as of Spring 2012).

Aims and Objectives

- To promote the identification of more able pupils, using a variety of methods of assessment.
- To ensure that all more able children achieve their full potential.
- To provide a rich, challenging and differentiated curriculum in which more able children can work at their own level and pace.
- To give opportunities, in all curriculum areas, to develop talents, creativity and reasoning skills.
- To create an ethos where pupils can have and achieve the highest aspirations.
- To work in partnership with the home and school.

What we teach

Teachers plan carefully to meet the learning needs of all of our children. Objectives are set according to the children's individual needs. Interventions are delivered and tailored to suit the child's ability, which ensures they access the curriculum to their full potential.

More able pupils will be taught through a range of strategies:

- Work will be differentiated and extended for the more able children in lessons through quality first teaching.
- The class teacher will focus on the most able group each week and will include higher order reasoning skills and more problem-solving activities in the lesson.
- Pupils may work with children from a higher year group as part of mixed year teaching.
- Liaison with other schools (Primary and Secondary) in order to access a wider range of facilities, expertise and resources for more able children.
- Pupils may attend planned activity days organised by staff and in-conjunction with other local schools to focus on a particular skill or subject area. For example, a writing workshop, problem-solving day or historical enquiry at the local museum.
- Specific events organised in school for more able pupils such as a Language Day or Maths problem solving sessions.
- Give talented children the opportunity to represent the school in a range of sporting events and, where children show talent in specific areas, teachers liaise with parents to ensure children are directed to further or specific routes to develop their talent. E.g. promotion of swimming clubs, football clubs, dance, theatre.
- We also attempt to put on More Able Days and invite local schools for Year groups 2-6. These have been hugely successful recently and well-attended.

How we assess

More able children will be identified because their progress through the National Curriculum takes them beyond the expectations for their age. This may occur through testing or teacher assessments.

Testing alone is not sufficient for the identification of more able pupils.
Teachers make regular assessments of each child's progress in each subject and the children who are performing significantly above their peers will be highlighted on the More Able register.

A range of people may be involved in the identification process:

- Teachers
- Support staff
- Specialists such as sports coaches or music teachers.

How we communicate with parents

At the beginning of each academic year, the school reviews the ‘More able and talented register’ to see if the children on the register are still working at significantly above their peers in the area identified. A letter is sent out (Appendix A) each September to inform parents that their child has been placed on the register, what provision will be in place to support them to flourish and that this will be reviewed each academic year.

How we monitor

Monitoring of more able pupils is the responsibility of the class teacher. The more able lead will be responsible for:

- Monitoring teachers' planning to ensure that suitable tasks are being undertaken by the more able children in the different curriculum areas.
- Monitoring the progress of more able children through discussions with the class teacher and reviewing assessment data to check if more able children continue to make above average progress/attainment.
- Supporting staff in the identification of more able children.

Appendix A

More Able Register

Dear Parent/Carer

We are delighted to inform you that your child _(childs name)___ has been placed on the "More Able and Talented " register for _(Subject)__ for the academic year _____.

This is because they are working significantly above their age phase and/or demonstrate a particular talent in the above area.

It is important that we recognize, as a school and provide challenges for these children. We will continue to do this through the school curriculum and extra curricular activities.

We understand that children progress at different rates and although they are on the register this year they may not be next year depending on their performance therefore the register will be reviewed every year and you will receive an updated letter if they are to remain on the register.

Yours Sincerely

Mrs Rourke