



Introduction

At Grangefield, we are committed to providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'More Able'.

Both the DfE and Ofsted define more able pupils as:

- those children whose progress significantly exceeds age related expectations.

Identification of the More Able

There are no statutory policies or guidelines on identifying the most able pupils, according to the Department for Education (DfE). The National Association for Able Children in Education (NACE) explains that identifying the most able pupils:

... is a complex matter and is a whole school issue which should be discussed and agreed by all staff. It is important to encompass a range of methods which looks beyond test results and teacher assessment.

At Grangefield the range of methods used to help identify this group of children across our school are:

- Teacher/staff nomination
- Testing achievement, potential and curriculum ability
- Assessment of children's work
- Parental information
- Discussions with children/young people

Identification methods differ between age phases and between different subjects and we recognise that we are likely to obtain the best results by drawing on a wide range of information sources. The key is to consider the opportunities provided for learners to reveal their abilities. The process is ongoing: provide – identify – provide.

Characteristics of a More Able child

More able children are a diverse group and their range of attainment will be varied. They are more likely than most to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- communicate their thoughts and ideas well
- have the ability to learn quickly
- have a rich vocabulary
- have a long attention span
- show compassion, and moral sensitivity
- questioning authority
- be keen observers and have a vivid imagination
- demonstrate particular physical dexterity or skill
- make sound judgements
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum

It is important to recognise that not all more able pupils are obvious achievers. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, behaviour issues and/or Special Educational Needs.

Provision for the More Able children

Our teachers plan carefully to meet the learning needs of all our children. We give all the children the opportunity to show what they know, understand and can do matching their work to their previous attainment.

We teach a broad and balanced curriculum so all children have access to all subjects throughout the school year. This provides a platform for them to show that they can do in all subjects.

We offer a range of extra-curricular activities for our children. These activities offer more able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. We also invite the more able to run their own clubs.

Learning is also enriched through regular homework activities linked to their themes/topics.

The children are offered a range of educational visits that further enrich and develop learning.

We promote achievements that occur out of school by allowing children to bring in medals/certificates/badges etc... and show the rest of the school in our weekly Super Achievers.

We plan enrichment days and weeks throughout the year where pupils are offered more challenge and responsibility within the setup of the days.

We regularly host/send children to More Able Maths, English and Science days where selected children are able to spend the day with likeminded pupils from other schools, exploring that subject in more depth.

We have an extensive programme throughout the year for children to be involved in drama with our end of term plays/concerts/productions. This is planned systematically through the school to ensure that all children are given a wide range of experience and also get their opportunity to shine.

Monitoring and Review

Class teachers keep regular records of the attainment and progress for all pupils in their classes and share this information 3 times a year to SLT through Pupil Progress Meetings. Discussions will highlight specific pupils who may fall into this More Able category; discussions will take into account prior attainment and challenge where necessary to ensure that provision is suitable.

Class teachers discuss the children's progress with parents at parents evenings which occur twice a year and report annually on their attainment and progress in July.

All subject co-ordinators use their subject data analysis to form action points for the next academic year.

The Phase Leaders monitor and co-ordinate the provision and practise within the school for the More Able Children and informs SLT at regular points throughout the year. There is also a nominated Governor who liaises with Phase Leaders in support of the schools efforts to help these pupils to reach their full potential.

There is no statutory requirement to keep a register of More Able children as the process of identification can be very fluid (as advocated by NACE). Nor is there a statutory requirement that there must be a certain proportion of More Able children in each year group.