

# ***St. Luke's C.E (Aided) Primary School***



## **More Able Policy**

**September 2022**

**SENCO: Miss Tomlinson**

*School vision- Let your light shine, live life to the full, respect and care for all, create a happy and safe world for everyone.*

All pupils at St. Luke's C of E (Aided) Primary School are entitled to a structured, balanced and challenging curriculum that develops their ability and needs. As a school, we recognise individuals with a range of talents in different aspects of their schooling from sporting abilities, creative arts and educationally gifted. We strive to make the best possible provision for pupils of all abilities by planning our teaching and learning so that each child can aspire to the highest level of personal achievement.

The aims of this policy is to ensure that we:

- recognise and support the needs of children in our school who have been identified as able, gifted or talented in accordance with national guidelines
- promote a sense of enjoyment and excitement in learning
- ensure all pupils receive an education that is pitched to their abilities and needs
- provide a challenge for all, including the most able, using a range of teaching methods which encourage children to take responsibility for their learning
- celebrate the achievements of all pupils
- work in partnership with parents / carers to maximise the potential of all pupils
- consider the personal, social and emotional needs of all pupils.

## **Definition**

**Able-** Students who achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

**Gifted-** Students with innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

**Talented-** Students who excel in one or more specific fields:

- Creative and Performing Arts- Art, Design and Technology, Drama, Music
- Physical Education/ Sporting ability
- Extra-curricular pastimes e.g. chess

**Dual Exceptionality-** Students who are able, gifted or talented but also subject to a barrier of learning such as dyslexia, Asperger's Syndrome, or a physical disability.

It is worth remembering that pupils can also be:

- of high ability but low motivation
- of good verbal ability but have poor writing skills
- very able but with short attention span
- very able with poor social skills; and/or
- keen to disguise their abilities.

*Taken from the DfE.*

## **Identification**

A range of information is used to support identification of Gifted, Talented and More Able pupils. This may include:

- National curriculum tests
- On-going teacher assessment
- Information from current and previous teachers
- Work scrutiny across the curriculum
- Classroom observations
- Performance outside of school.

Identification of more able and talented pupils is a continual process, as each individual may develop significantly over time. This register will be updated and reviewed at least twice a year.

At St. Luke's we encourage parents and carers of children in FS2 to complete an 'All About Me' document before their child starts our school, as this informs us about their children's previous achievements and interests in particular areas.

Children undergo an initial assessment within the first half term of joining our foundation class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Early Years Foundation Stage profile with the parent or carer, and use this information when planning for individual needs.

As the children progress through the school, we assess them regularly through tests, class work and teacher judgements to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We compare the information from tests with a range of national and LA data, in order to ensure that each child is making appropriate progress. Each class teacher maintains records of judgements and test scores and share this information with parents and carers at the termly consultation evenings and in their annual end of year report.

## **Aptitudes in English and Mathematics**

Children who are gifted in English display typical attributes showing that they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more advanced skills when engaged in discussion.

Gifted children in Mathematics have typical attributes showing that they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

## **Working at Mastery**

At St. Luke's, staff members understand how to challenge pupils appropriately and mastery techniques are applied for those individuals who are able to apply the curriculum as a whole in a more complex and in-depth way using a range of methods. Mastery demonstrates how effectively a child can apply their learning and understanding recognising that it is not simply just knowing a fact, but using the fact in more complex activities. The aim of mastery work is to add richness and deepen the understanding of existing knowledge. Pupils need to apply their existing knowledge in more complex contexts, to pose and answer their own questions and to solve problems.

## **Extension and Enrichment**

Extension work is used to teach a pupil new knowledge or skills, increasing the range of the pupil's knowledge or understanding. To move forward, new techniques or facts have to be taught. Enrichment work takes the basic curriculum subjects and expands them, looking at them in greater depth or from a different perspective. At St. Luke's we understand the importance educational visits have in enriching and developing learning. Class teachers take care to source and organise school trips that will complement the teaching in school.

## **Management Strategies**

There is a nominated teacher, Miss L. Tomlinson, who coordinates the provision and practice within the school for more able children. The coordinator's role includes:

- running a register of more able pupils, and keeping it up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through termly discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents and carers, governors and LA officers on related issues.

## **Reporting to Parents**

Parents are informed when their child is placed on the More Able and Talented register, and information is shared on which area/areas their child is excelling in. Parents will be kept up to date on the progress during the termly consultation evenings and through the end of year annual report.

This policy will be reviewed every year.