# St Joseph's Roman Catholic Primary School

# More Able Policy

## Jesus is the centre of our lives

Mission statement

Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God;

We encourage and develop love and respect for each other and for our world;

We strive to promote and deepen our Catholic faith through prayer, work and play;

We aim to foster a loving, caring environment in which each child can freely learn and develop to their full potential.

**Rationale Article 29:**

Education should develop each child's personality, talents and mental and physical abilities to their fullest potential (UN Convention on the Rights of the Child, 2001)

**National Curriculum 2014:**

'Teachers set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standard' (Department for Education, 2013)

**Ofsted:**

Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels (Sean Harford, Ofsted National Director of Schools, March 2015)

**St Joseph's Roman Catholic Primary School Vision**:

We are committed to ensuring that all children have equal access to the whole curriculum and are given equal opportunities to develop to their full potential in a safe and secure environment in partnership with parents and carers. At St Joseph's Roman Catholic Primary School, we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with their God given unique personalities, skills and abilities. We provide teaching which makes learning challenging, engaging and investigative to achieve greater breadth and depth of understanding and enables children to reach their potential. We also recognise that within our school there are a number of children whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision made. It is accompanied by guidance for staff on strategies to meet the needs of the Most Able pupils.

**The aims at our school are:**

- To identify the Most Able children
- Staff have high expectations of able pupils, providing clear guidance on where to go next and setting appropriate individualised targets.
- To provide them with a suitably differentiated and challenging curriculum through Quality First Teaching
- To provide opportunities for these children to be independent and creative in their learning
- To celebrate high achievement Most Able
- To recognise the range of talents that pupils at our school have

**Our definition of Most Able children**

'Most able' pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Within this will be a smaller number of children who show exceptional abilities in one or more subjects in the statutory school curriculum. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership. In addition, as we try to have the widest possible view of ability, we also encourage and celebrate children who, for example, are particularly good at helping others, or noticing when children are upset and helping them.

**Identification**

Children who demonstrate this described level of performance or potential may be identified using a range of methods:

- Teacher assessment/observations
- Teacher identification using an awareness raising checklist of characteristics (see staff guidance document)
- Test/SATs performance
- Information from parents
- Information from previous teacher/school or another professional e.g. sports coach, peripatetic music teacher

Those children identified will be recorded on the 'More Able' Register and identified in our assessment tools. This Register will be updated at least annually, or as required during the year. The progress of the Most Able children will be monitored at half termly Pupil Progress Meetings and used to inform provision planning.

**Provision**

At St Joseph's Roman Catholic Primary School, every child has access to Quality First Teaching through which differentiation (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of extension (providing challenges which go more deeply into a topic) or enrichment (providing other activities which run alongside the normal curriculum and go more broadly into specific areas of study.) Teachers use a range of flexible learning and teaching strategies to keep the More Able children interested and provide them with challenge, such as higher order More Able Policy thinking skills, questioning, problem solving and independent learning. This is supported by individual

target setting and appropriate grouping arrangements. We aim to create an ethos where pupils feel good about achieving excellence and both achievement and effort are celebrated. Pupils are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods.

We aim to provide activities that will enrich and extend the experiences of our More Able pupils. We provide at least one enrichment day per year (e.g. Challenge and thinking) for More Able pupils.

We provide additional interventions for More Able pupils where appropriate, e.g. More Able maths with a specialist maths teacher.

**Strategies for implementation**

Providing more challenging content and concepts.

Allowing able pupils, the opportunity to:

- Engage with more complex ideas behind the examples/ subject
- Move from concrete to abstract (applying learning in new contexts)
- Work with a higher level cognitive challenge
- Deal with a richer complexity of ideas, resources, etc.
- Use real examples
- Learn from harder examples.

Independence

Making use of:

- Research opportunities
- Different groupings
- Developing metacognition (“how” we learn, not just what we learn)
- Teacher time to facilitate, not over-support
- Resources freely available, not restricted
- Pupil responsibility for learning (with understood outcomes).

Activities

Providing:

- Variety
- Choice with challenge
- Open-ended tasks
- Constraints (deliberate to add challenge)

- Reflection (how we did it)
- Multi-faceted (can they identify the steps through a complex problem for themselves?)

Using time effectively

- Faster: moving on to a more appropriate activity when they already know or understand
- Slower – making time to reflect on learning links and further implications
- Working in greater breadth or depth

Providing a choice of outcomes

- Different format (skills, choices, restrictions)
- Debriefing/ feeding back
- Real standards/ purpose/ real world context
- Creativity/ choice/ flexibility / higher order thinking skills
- Clarity of expectations/ success criteria

**Monitoring**

All children at St Joseph's are consistently assessed through formative and summative assessment. Assessment for Learning forms an integral part of our practice. All of our able children are tracked termly by the Lead Teacher for Able Pupils and their progress monitored and analysed. It is expected that our able pupils should be making well above expected progress. We strive to provide the best possible learning opportunities for our children. The progress of the More Able children will also be monitored at half termly Pupil Progress Meetings and used to inform provision planning.

**Roles and responsibilities**

Class Teachers are ultimately responsible for the progress and attainment of all their pupils. Class Teachers will:

- take steps to identify the Most Able pupils using the methods identified in this policy
- assess the progress of the Most Able pupils through normal classroom and whole school assessment cycles
- plan and implement appropriate provision
- record strategies used in Pupil Progress Meetings documentation, medium and short term planning
- deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the Most Able
- review provision regularly

The ‘More Able’ lead (Miss Moore) and the Head teacher will:

- ensure all staff involved with identified children know of their particular needs
- update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs - monitor the progress made by the children
- ensure that provision for the Most Able is reflected in scrutiny and moderation activity, pupil conferencing, lesson observations, work sampling and Pupil Progress Meetings.

The ‘More Able’ Governor will:

- have oversight of policy and provision for the More Able and review this through the Curriculum Committee

**Role of the subject lead**

To be responsible for the development of music throughout the primary school. These responsibilities will include:

1. To advise the Head teacher and Governing Body on the future development of provision for More Able pupils.
2. To plan, write and keep under review policy documents/guidelines which will incorporate the requirements of the National Curriculum.
3. To be responsible for the implementation of the policy documents and to monitor the development of provision for able pupils throughout the school, with particular regard to continuity, achievement and progression.
4. To evaluate continuity, breadth, achievement and progression across the whole school by monitoring the teachers’ long term planning and pupils’ work to ensure that appropriate learning outcomes and activities are planned.
5. To keep informed of current developments and philosophies through reading, courses, visits etc. and to disseminate information.
6. To be available to children, colleagues and parents and to liaise with other professionals and agencies.
7. To arrange through INSET, ways of developing staff expertise.
8. Where appropriate, to plan and lead workshops.
9. To control, evaluate and requisition equipment as required for the implementation of policy documents.
10. To be aware of and promote appropriate use links with Information Technology
11. To be aware of cross-curricular dimensions.
12. To encourage and foster equal opportunities for all children.
13. To manage a budget allocated by the Headteacher for this subject.

**Working in partnership with parents**

The school actively promotes a culture of a school-parent partnership in order to enable each child to reach their full potential. Parents are warmly welcomed to speak to their child's Class Teacher, the More Able lead or Headteacher through the school year to discuss any matter.

This policy should be read in conjunction with the:

- Inclusion Policy

- SEND Information Report

- Accessibility Plan

- Curriculum subject policies

- Assessment policy

**Evaluation**

The More Able Pupils Policy will be reviewed annually by the More Able lead, pupils and the Senior Management Team in consultation with the staff.

Review – Autumn 2023