



**Burnham on Crouch
Primary School**

Connected to our world

MORE ABLE POLICY

Staff consulted & Governors advised: Autumn 2019

Agreed by the SLT: Autumn 2019

Review date: Autumn 2022

Burnham-on-Crouch Primary School **More Able Policy**

Rational:

At Burnham on Crouch Primary School we recognise that our More Able and Talented children should be encouraged to develop their attributes, skills and potential within a secure yet challenging learning environment that embraces equality of opportunity and provision. Abilities and talents will emerge in a wide range of subjects and fields: we believe it is important to develop the whole child and empower individuals to thrive in a culture of ambition and aspiration.

Aims:

- To make early identification of our More Able and Talented children: This includes tracking children from starting points and teacher identified more able.
- To promote the child's self-esteem and well-being;
- To recognise and meet the whole child's needs;
- To address specific skills and talents;
- To widen opportunities and expectations by extending teaching and learning skills;
- To celebrate the continued development of the school as a learning community;
- To liaise with parents/carers.

Definition:

A More Able and Talented child is any child who has above average ability in any area of the curriculum. In some cases this ability may be in a particular area while in others it may be apparent in several. The definition of ability encompasses five separate components which we regard as essential to optimum educational success. There are:

- Innate ability
- Opportunity
- Support
- Motivation
- Hard work

Within the more able and talented group of children there will be those who are gifted in the academic sphere and those who are talented in the creative arts. In order for these children to succeed well, we believe the above 5 components are essential. We look at progress to also identify those More Able underachievers, where a child is not reaching their full potential. Exceptionally More Able is where a child is significantly above the National average.

Identification

- Our school has adopted a checklist for the identification of More Able and Talented children. This will be informed by assessment, observation and staff discussions.
- We will also discuss with children their own views and how they perceive their learning.
- We ensure that our judgements of More Able and Talented children are consistent by regular discussion and moderation.
- Through Pupil Progress Meetings individual children can be identified from the school's tracking system.
- An Exceptionally More Able pupil will be identified through teacher assessment and a One Plan created to support the needs to these children.
- More able pupils are often at risk of underachievement because of their different pace of learning, particular learning style, barriers to learning or social isolation. Recognising underachievement is essential if all pupils at our school are to realise their full potential. Through the use of a Targeted Improvement Plan, the school will work with the parent and child to identify the cause and put in place short, focused targets (lasting a maximum of 6 weeks) and appropriate provision to enable rapid progress to be made. Provision may be in the form of an intervention, but more often than not, it will be through day-to-day classroom practice, with the child working closely with the class teacher to meet their targets. There will be regular communication between home and school to ensure the improvement plan remains on track and provision is adjusted accordingly, as necessary.
- External professionals and Specialist Teachers will identify those children who are More Able and Talented in their subjects.

Characteristics which More Able and Talented pupils might also display include:

- Awareness and insight in aesthetic/social/moral fields;
- Receptiveness and adaptability to change
- Ingenuity and resourcefulness in problem solving;
- Creative thinking.

Roles and Responsibilities:

The More Able and Talented Lead:

Our school has appointed a More Able and Talented Lead whose first task is to formulate a register. The Co-ordinator will:

- Monitor progress of the children identified on the register;
- Lead staff discussion and awareness about the aims and expectations;
- Liaise with class teachers, subject leaders and the SENCO;
- Give feedback on class planning and coaching on how best to differentiate in class;

- Purchase and organise recourses, keep abreast of new developments and have a knowledge of specialist facilities;
- Offer advice and support for parents/carers.
- Be responsible for One Plans along with the pupil, parents/carers and teacher for the Exceptionally More Able.

Class Teachers:

- The class teacher will liaise with the More Able and Talented Lead over the early identification of children in his/her class;
- The class teacher will discuss the progress of pupils;
- The class teacher should discuss planning for More Able and Talented pupils through Mastery challenges that meet their needs and differentiated planning;
- Class teachers should use a variety of strategies to meet the needs of More Able and Talented children.
- To complete Targeted Improvement Plans in partnership with the child and parents to identify and support those children identified as underachieving.

Governors:

- Through visits, monitoring and evaluation, the More Able link Governor will check that all pupils needs are being met and policy followed.

External Professionals and Specialist Teachers:

- External professionals and Specialist Teachers will identify those children who are More Able in their subject.
- They will use their expertise to extend and challenge the More Able pupils.
- External professionals and Specialist Teachers will monitor the progress of More Able pupils.
- They will provide recommendations for further challenge and support outside of school.

Partnership with Parents:

Meeting the needs of the More Able and Talented is a partnership. Parents and teachers can learn a lot from each other and liaison between them is encouraged.

Learning and Teaching:

Learning and teaching strategies should include where appropriate:

- Differentiated lessons, including differentiated teacher questioning and tasks;
- Varying groups to suit learning;
- Differentiated tasks where relevant and extension opportunities;

- Child initiated learning opportunities;
- Adopting a problem solving Mastery approach;
- Adopting a skills based approach to learning where how to learn is the focus rather than what to learn;
- Awareness of learning styles;
- Special tasks of responsibility;
- Visits by experts;
- Enrichment opportunities.

Assessment

- All monitoring and evaluation should reflect the school's self-evaluation procedures.
- The More Able and talented will be regularly monitored and reviewed by the lead and head teacher.
- Evaluation by the class teacher.

Record Keeping

A register of More Able and Talented pupils will be kept in school with a portfolio of children's work and experiences.