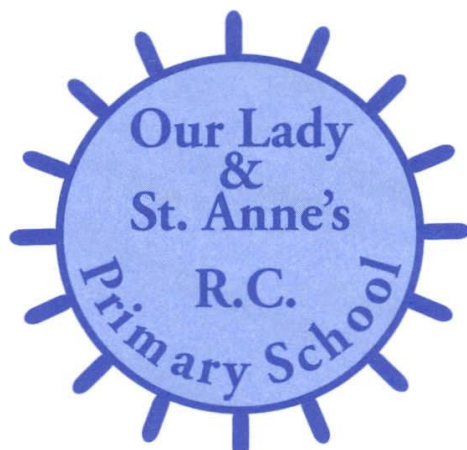




More Able Policy

2018-2019



School: Our Lady & St Anne's RC Primary School

Head Teacher: Michael O'Brien

Named personnel with designated responsibility for More Able:

Academic year	Head Teacher	Designated Lead	Chair of Governors
2018-19	Michael O'Brien	Zelda Clennell	Christine Baker

Policy review dates:

Review Date	Changes made	By whom	Date Shared
January 2019	Policy Written	Zelda Clennell	



Safeguarding Statement

At Our Lady & St Anne's RC Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Our Lady & St Anne's RC Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

School Aims

Statement of intent

Our school is committed to maximising the potential of all our pupils. We recognise our more able pupils have particular needs if they are to achieve success, educationally, socially and emotionally.

Our policy of maximising the potential of our more able pupils is understood and supported at all levels in the school, including with governors and all staff, as well as pupils and parents/carers. This policy is implemented in order to support our school vision.

1. Aims and objectives

1.1. Through the policy, we aim to ensure that:

- We recognise the different needs of our more able pupils, including those who coast, are underachieving, have special educational needs (which may be hidden or masked by their ability) or are from ethnic minorities.
- Every more able pupil receives an appropriate education to meet their needs.
- We provide appropriate opportunities to stretch and challenge the skills and talents of our more able pupils.
- We recognise the social and emotional needs of our more able pupils and support them as part of our policy, including poor risk-taking skills and perfectionism.
- We have a school environment which positively supports our more able pupils, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills.

2. Definition

2.1. We recognise that there are many definitions of more able. In our school we use the following definition:

- Pupils who are consistently performing academically with an averaged scaled score of 120+ in Maths, Reading and SPAG.
- Pupils who are particularly talented in art, music, drama, sport and related subjects, and can demonstrate this through their achievements.



- Pupils who have the potential to achieve above their expected level, but who, for whatever reason, are not performing at this level.

3. Identification

3.1. Our overarching identification policy is:

- To identify the pupils who fall into our stated definition of more able pupils.

3.2. We identify more able pupils through:

- School tests: PIRA/PUMA/GAPS administered termly and ratified with an annual Rising Stars assessment.
- Information provided from home about any out of school activity (i.e. county tennis champion) or work done at home (i.e. providing portfolio evidence).

3.3. We recognise that some pupils will not be obvious candidates for our more able programme, but when they are challenged and enthused in an appropriate way, their gifts or talents are more likely to become apparent.

3.4. We recognise that pupils may not be more able in every subject and our policy makes allowances for this to ensure that pupils are supported in their areas of need and stretched and challenged in their area of talent and potential.

4. Provision

4.1. Whilst the needs of every individual more able pupil will be different, there are particular school provisions that are especially beneficial to our more able cohort. These include:

- Enrichment and extension work within every lesson.
- Extension exercises on all homework which helps with creativity and higher order thinking skills and, importantly, is not simply 'more of the same'.
- Opportunities for collaboration between our more able pupils within class, across classes in the same year and across year groups.
- Opportunities for educational trips and visits to develop talent.
- Opportunities to develop higher order thinking skills, including critical and creative thinking.
- Opportunities to question concepts to extend understanding, including following teacher feedback.
- Opportunities for pupils to develop self-regulation skills.



5. Specific policies

5.1. Acceleration

- This will be evaluated by the headteacher in consultation with the staff on a case-by-case basis in positive consultation with parents/carers. Issues we take into account include:
 - The abilities and potential of the pupil.
 - The social and emotional maturity of the pupil.
 - The ability of the pupil to cope with higher age pupils without feeling isolated.

6. Coordination

- 6.1. We believe it is important to coordinate our Academically More Able Policy, and we do this by assigning the following responsibilities:

Lead governor:

- Annually report to the governing body on the progress of this policy.
- Annually meets with the More Able Co-ordinator to evaluate the policy and provision.

More Able Co-ordinator:

- Oversee the more able strategy.
- Keep a register of all more able pupils and their provision.
- Develop our more able strategy and policy.
- Annually interview all more able pupils (or ensure it is done).
- Liaise with parents/carers.
- Monitor statistics on the impact of the more able policy.

Subject-specific teachers:

- Keep up-to-date with talent development within the subject.
- Keep a subject-specific register of the more able pupils.
- Implement subject-specific initiatives to maximise the potential of all pupils, including those identified as more able.