

More Able Policy



Through respect we will work together in Christ to develop the whole person

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St Matthew's Catholic Primary School Policy for More Able Children

SMSC Statement

At St Matthew's Catholic Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

At St. Matthew's Catholic Primary School our aim is to encourage children to achieve their maximum potential within a happy orderly community where:

- Pupils are stimulated and motivated
- Pupils can flourish and achieve
- Pupil's independence and responsibility are fostered
- Everyone is valued and respected

We will:

- Strive to educate the whole child and set high expectations and challenge for all.
- Provide a stimulating environment in which each child can flourish and develop according to his/her own needs, aptitude and ability having full access to a broad and balanced curriculum, including the National Curriculum.
- Foster positive attitudes to learning and actively encourage independence.

Categories of ability

We believe that our more able pupils are those who demonstrate an ability to achieve levels of performance which are significantly higher than average for their year group in one or more areas of learning.

We try to have the widest possible view of ability and believe that many pupils have particular skills outside the usual definitions of ability. We therefore also try to encourage and reward those pupils who, for example, are good at helping others, noticing when other children are upset and supporting them and so on.

Identification

Our aim is to actively identify our more able children. We realise this is easy when a child is apparently good at everything but more difficult on occasions because more able children may demonstrate some of the following traits:

- They may be very willing to talk but reluctant to put things down on paper. When they do, handwriting and spelling may be poor.
- They may produce high-quality work in one particular subject area but be unexceptional or even below average in others.
- They sometimes have difficulty getting on with their peer group and concerns about behaviour can sometimes mask their true ability.
- They may be poorly motivated and therefore not producing what the teacher feels they may be capable of.
- There may be factors which mask the child's true ability such as English being an additional language or lack of pre-school stimulation.
- Our aim is to try to build up a comprehensive picture of each child's ability by using as many indicators and as much information as possible. We will draw that information from:
 - Detailed records from previous classes
 - Test results (baseline assessment, NFER, SATs etc)

- Discussions with the child
- Good communication between teachers, including the completion of our checklist for particular abilities where the teacher feels that is appropriate.
- Parental information.
- Specialist knowledge from outside agencies.
- Continuous assessment by the teacher of tasks which are open-ended enough to allow the child to show what he or she can do.

Provision

Our aim is to provide good quality learning experiences for our children by teaching for Mastery. The purpose of this is:

- To help all pupils, over time, acquire mastery of the subject
- To develop deep, long-term, secure and adaptable understanding
- A tool for life

We aim to achieve the following:

- A climate within school that ensures the children feel good about achieving high standards.
- A climate in which children are taught to get along with each other, feel comfortable with each other and where individual differences are accepted.
- The identification of the particular needs of able children in all our planning including policy documents, schemes of work, medium term plans, short term plans and plans for individual lessons. These needs will be general or particular as appropriate.
- The provision of appropriate resources.
- The encouragement of children to be independent in their learning. This will include the provision of opportunities for them to organise their own work, access the resources they

need, work unaided, make their own choices about work, evaluate what they are doing and be self-critical.

- The teaching of intellectual skills which will include oral and written communication and information handling as well as problem solving, hypothesising and other thinking skills.
- Flexibility of organisation which might include withdrawal, setting for a particular subject, cross curricular enrichment projects or partial acceleration, thereby providing opportunities for the able child to work with others of a similar ability.
- The provision of opportunities for more able pupils to serve on working parties which are given tasks such as producing newsletters, advising on environmental issues for example, or serving on school councils and so on.

In the Classroom

Our aim is to:

- Establish what pupils can already do or have already done so that we are not wasting children's time in duplication or repetition.
- Confront and reduce peer pressure to underachieve.
- Provide appropriate challenge through high quality tasks for enrichment and extension which will always be available, not 'more of the same'; growing out of the topic/subject being studied by the whole class.
- Plan work so that extension tasks are always available for able children; allowing for flexibility to adapt to changing needs/directions.
- Be flexible and varied over pupil grouping – ability, mixed ability, individual
- Differentiate appropriately through stimuli, resources, tasks, outcomes and responses.
- Provide wide variety in what we prepare for the pupils and in what we ask them to do for us.
- Set individual targets.
- Set appropriate homework.

- Celebrate achievement but maintain the highest possible expectations.

Outside the classroom

Our aim is to provide a wide range of enrichment activities for our more able pupils. They will vary but will include after school clubs and activities such as library, maths, art and sports or the learning of musical instruments together with opportunities for entering competitions, residential and day visits, and adventure weekends. The use of outside experts will also play a part.

Monitoring

The Inclusion Manager, Mrs Rawnsley, will be responsible for monitoring whether this policy is carried out and will carry out the additional responsibilities identified by the Head teacher.