

Moor Nook Community Primary School



More Able Policy

September 2020

Moor Nook Community Primary School aims to provide quality teaching and learning outcomes for all pupils.

Rationale

We believe, at Moor Nook Community Primary School, that we should provide for children of all abilities. The children, within our school, deserve an education that challenges and motivates them to achieve their full potential and become independent and resilient learners. Both the pupils' and our high aspirations and expectations for their outcomes, are fundamental to their well-being during their childhood and in later life.

We endeavour to provide opportunities which enable them to maximise their potential, strive for success in their work and relationships, and encourage them to value their own and others' achievements, skills and abilities; intellectually, physically, artistically and creatively.

From September 2020, we have created a new personalised curriculum for our school, ensuring that it meets the needs of all pupils within our setting. We firmly believe that the curriculum and organisation allows each pupil to learn at a pace that is appropriate for them and allows More Able pupils the opportunity to study subjects in greater breadth and depth, using their curriculum knowledge to develop and further their skills and understanding through investigative and reasoning activities.

We believe that ALL staff have an equal responsibility for identifying, supporting and developing these children. This document outlines our practice for working with the More Able pupils and illustrates our commitment to them.



Defining the More Able

Able children have the potential to achieve at a higher level academically than the majority of other pupils. They are a diverse group and may demonstrate some of the following characteristics:

- ❖ exhibit a passion for particular subjects and seek to pursue them further
- ❖ master the rules of an area of interest easily, working systematically and transfer their insights to new problems
- ❖ analyse their own behaviour and hence use a wider range of learning strategies
- ❖ effectively communicate their thoughts and ideas
- ❖ make connections between past and present learning independently
- ❖ work at a level beyond that expected for their years
- ❖ demonstrate intellectual maturity, showing sensitivity and empathy
- ❖ enjoy engaging in depth by showing diligence and interest with subject material
- ❖ actively and enthusiastically engage in debate and discussion on a particular subject
- ❖ produce original and creative responses to common problems by working in a flexible manner
- ❖ demonstrate a high level of attainment across a range of subjects or with an aspect of work



At Moor Nook, we have agreed to use the following terminology to describe the range of children classed as More Able:

Gifted – Children who are working within the top 0.5% of the population.

Talented – Children who have an aptitude within a given area or subject e.g. drawing, gymnastics, drama etc.

More Able – Children who are, in relation to their class, performing consistently better than others.

High Prior Attainers – Children who were Exceeding at the end of the EYFS and/ or attained Greater Depth at the end of Key Stage 1 or 2.

Aims

Moor Nook aims to enable our Most Able pupils to achieve their full potential by:

- providing a rich, challenging curriculum and effective high quality teaching which skilfully challenges pupils
- encouraging pupils to develop their skills and abilities of independence, resilience, questioning and thinking for themselves
- identifying pupils using a variety of methods, in partnership with staff, pupils and parents/ carers
- offering a wide range of opportunities within the classroom and the wider world, across all subject areas
- careful monitoring and tracking of pupil progress
- addressing and removing barriers to learning which may prevent them from greater success
- developing an ethos where pupils can have high aspirations, value their achievements and foster a love for learning
- providing extra-curricular activities and educational visits which provide further enrichment in different areas of the curriculum

Identification of Most Able Pupils

At Moor Nook, the identification process is on-going and begins when the child joins our school. We use a range of strategies to identify More Able children and pupils are added to the More Able Register, which is organised by the More Able Lead Teacher (Mrs A Jaeger) and shared with parents through parents evening, school reports etc.

The strategies include:

- analysis of formative and summative assessment results
- careful tracking of pupil attainment and progress
- comparison of assessment results with National and Local Authority data
- discussions between colleagues, pupils and parents/ carers
- information from specialist teaching services e.g. Sports Coaches, Lancashire Music Service etc.
- observation by class teachers and subject leaders of performance e.g. sports, drama, music, leadership skills, critical thinking, problem solving etc.
- information received from previous educational settings
- identifying poor behaviour or underachievement within More Able learners which may be caused by frustration, low self-esteem, lack of challenge or poor aspirations and expectations and addressing these barriers for learning

More Able Provision

We believe that the provision for More Able pupils should be considered and embedded in all aspects of school life.

Whole School Provision

- **Social and Emotional Support** – Understanding the pupil's 'whole being' and recognising that social and emotional support is as important as educational needs. Offering pastoral support through the Learning Mentor, Play Therapist, the Schools' Values system and PSHE curriculum.
- **Specialist Teachers** – who ensure a wide range of high quality opportunities in both music and sport
- **After-School Clubs** – developing skills and abilities in a wide variety of interests
- **Performance** – allowing children to have the opportunity to perform in front of a wider audience e.g. school performances, church services, sports matches & dance exhibitions.
- **Shared Celebrations** – valuing and promoting the ethos of success and achievement both in and outside of school
- **Shared enrichment activities** – where the normal time-table is suspended, allowing pupils to engage in specific areas of learning with further time, depth, challenge and responsibility
- **Feedback and Marking** – promoting effective feedback that encourages further thinking and pupil response
- **Teamwork** – The school, pupils and parents/ carers working together

Classroom Provision

All teachers are aware of their More Able pupils and understand it is their responsibility to provide a challenging and creative curriculum which meets the needs of all pupils.

- **Learning environment** – provision of a challenging and stimulating learning environment which promotes independent learners.
- **Developing independent learners** – by allowing pupils to organise their work, work independently, evaluate their outcomes, face challenge, problem solve, take risks and learn from their mistakes.
- **High quality teaching** – which challenges pupils to develop their thinking and reasoning skills through higher order questioning
- **Variety of grouping** – used effectively to maximise the learning potential for all e.g. mixed ability, ability grouping, learning partners/ buddies etc.
- **Differentiation** – that enables More Able pupils to deepen their understanding, rather than completing additional tasks or more of the same.
- **Ownership of learning** – pupils are aware of their targets, know how these can be achieved and how they can further improve.

Provision within the Community and Wider World

- **Opportunities for extension and enrichment activities** - which build upon their cultural knowledge and use of language.
- **Links to secondary schools** – to promote pupils’ interests and raise their aspirations for the future
- **Participation in local events** – supporting pupils’ interests in activities outside of the school e.g. the Preston Music Festival and informing parents of events that may of interest to their children
- **Competitions** – allowing pupils to become involved in local and national competitions e.g. BBC 500 Word Short Story Challenge
- **Parental Expertise** – sharing the interests and success of parents to motivate and enable pupils to consider their future education and careers



Monitoring and Evaluation

Class teachers are accountable for the attainment and progress of all pupils in their class and this is linked to their appraisal and targets. Pupil Progress meetings are undertaken each term with the class teacher, Head and a member of the SLT, to monitor the progress of pupils and ensure that the provision, support and challenge matches the needs of the More Able learners. They review the children on the More Able Register and make amendments/ additions as necessary. The class teacher liaises with parents as appropriate, on how they can support their child’s learning and talents.

Subject Leaders ensure that the level of challenge in their curriculum is effective and that the schemes of work meet the needs of all pupils, including the More Able.

The More Able Lead Teacher maintains a whole school register for More Able pupils, ensures effective tracking is in place for them and is the ‘champion’ for More Able children.

Roles and Responsibilities at Moor Nook

At Moor Nook, the staff is aware that it is everyone's responsibility to meet the needs of pupils who are More Able.

Headteacher Responsibilities:

- Provide challenge and support (time, personnel & resources) to improve More Able provision
- Ensure assessment and tracking systems allow Subject Leaders and teachers to know which pupils are Higher Prior Attainers.
- Prevent under-achievement and identify barriers to learning through appraisal and Pupil Progress Meetings.
- Ensuring continuing professional development for all staff.

Subject Leaders Responsibilities:

- Support colleagues with how to adapt provision in order to best meet the needs of the More Able.
- Provide support for teachers and teaching assistants in challenging children in their subjects.
- Tracking progress and attainment of Higher Prior Attainers and ensuring teachers are aware of them, within their given subject.
- Identification of the More Able in their Scheme of Work and Subject Policy, so they address the needs of More Able pupils.



Class Teacher Responsibilities:

- Ensuring good classroom provision for all pupils.
- Teachers are able to identify More Able pupils and are aware of issues and teaching strategies that challenge More Able pupils.
- Providing learning opportunities to allow More Able & talented pupils to achieve their potential.
- Ensuring planning is good, with high expectations for all pupils.
- Good understanding of subject & pedagogical knowledge.
- Awareness of what challenge looks like within their year group expectations and beyond.
- To ensure effective transition between classes and phases.

More Able Lead Teacher Responsibilities:

- Develop, implement, monitor and evaluate the school's More Able policy, linked to other policies.
- Supporting colleagues in identifying More Able pupils.
- Ensuring the Teaching and Learning programme allows pupils to meet their potential.
- Identifying and addressing the needs of disadvantaged More Able pupils.
- Supporting the SLT and Subject Leaders to organise staff development, in order to address the needs of More Able pupils.
- To be the 'Champion' of More Able pupils by creating and sustaining positive attitudes towards them, ensuring levels of challenge and providing support for any social and emotional concerns.
- Auditing provision for More Able pupils within school.
- Ensuring the tracking systems and Pupil Progress Meetings seek high quality of education for More Able pupils.
- Maintain focus of More Able children with staff.
- Broker additional support for staff from Subject Leaders and external agencies and organisations.

Governor Responsibilities:

- There is a named governor who is responsible for monitoring the school's provision for More Able pupils.
- The governor will work with the school's More Able Lead Teacher and SLT in support of the school's efforts to help these children reach their full potential.



Transfer and Transition

At Moor Nook, we feel that it is vital that there is effective transition between each year group, across and within Key Stages. New teachers are informed of the child's interests, strengths and talents and are prepared in order to address potential barriers and ensure there is no loss of pace in learning, with particular attention to disadvantaged pupils. The school's tracking system enables all staff to be aware of More Able pupils in English and Mathematics.

In Year 6, at the end of their primary school journey with us at Moor Nook, focus is made on ensuring careful transition into high school. The Year 6 teachers work successfully with a number of different feeder schools to ensure they are aware of More Able pupils (both academically and talented) and discusses any potential barriers to their learning.

All Year 6 pupils have the opportunity to visit their high school in June/ July of the academic year, but additional visits with the Learning Mentor and a teaching assistant can also be arranged to assist with an effectual transition.

Disadvantaged More Able Pupils

As with all pupils, the school is committed to ensuring that Most Able children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional Pupil Premium funding, the school ensures that disadvantaged More Able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences may include sporting events, music and dance performances or simply new experiences to develop them culturally and improve their use of language and syntax. Our aim is to help our children grow existing talents and help them to identify new ones, which they may not have had the opportunity to encounter before.



Complaints

The complaints procedure for the More Able mirrors the school's other complaints procedures, which can be found in the Governor File and on the website (See Policy Section).

Should a parent or carer have a concern about the provision made for their child they should, in the first instance, discuss this with the class teacher. If the concern continues, then they will meet with the Head, More Able Lead Teacher and class teacher.

If the concern cannot be resolved at this stage the Head may involve the Curriculum Governors committee and/or More Able Governor.

The Chair of Governors, Counsellor Rollo, and/or the LEA will be involved after other avenues to resolve the situation have been exhausted.

Policy completed by: Andrea Jaeger (More Able Lead Teacher)

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