

St Anne's Catholic Primary School



More Able Policy

1 Aims and Principles

- 1.1 At St Anne's we aim to provide a rich education for children of all abilities, acknowledging that the development of an educationally inclusive community has positive outcomes for all.
- 1.2 We recognise the need to promote independent autonomous learning opportunities to cater for all pupils, especially for the most able and talented pupils in our community. We welcome the challenge presented by very able pupils and acknowledge the need to meet that challenge enthusiastically and positively. We value all our children and look to cater for their individual needs, so that all pupils, including those who are more able, can flourish.
- 1.3 St Anne's Catholic School strives for excellence in all areas.
- 1.4 Our mission is to 'offer our children a creative, challenging and broad curriculum. We want them to be enthusiastic about learning and encourage them to do their best at all times'.

2 Definition

- 2.1 We define more able pupils as those who demonstrate high levels of performance in a subject area or have the potential to develop that ability.

3 Identification

- 3.1 The school works on the principle that the identification of more able and talented pupils should be a continuous, whole school process. It is designed to ensure that the process is fair, transparent and flexible, so that it does not discriminate against particular groups.
- 3.2 The school will therefore adopt a range of methods of identification that together will provide information to meet individual gifts and talents, including:
 - A rich and stimulating curriculum
 - In the EYFS, each child's learning record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning, giving us an indication of who are likely to be more able.
 - Outcomes from the following assessment and testing procedures:

- End of term and year teacher assessments and summative tests: (SATs, NFER Reading test (Y2 and Y6), PIRA Reading and PUMA Maths tests)
- Scrutiny of pupils' work
- End of term/year portfolio review in art and design technology
- Observation by coordinators of performance during music, drama, PE etc.
- Nominations from and meetings with parents/carers
- Children's self-assessment.

4 Register

- 4.1 We aim to identify around 20% of pupils in each year group in reading, writing and maths, broadly representative of the school's population. New referrals are made throughout the year by class teachers and subject leads, and are collated by the Assistant Headteacher with responsibility for Inclusion.
- 4.2 These referrals form the basis of the school's More Able register.
- 4.3 Learners may move on and off the register when appropriate, though such movement is expected to reduce with age.
- 4.4 A register of more able pupils is kept.
- 4.5 The attainment and progress of the more able pupils in maths and English is closely monitored by the Assistant Headteacher with responsibility for Inclusion, and discussed with class teachers at termly pupil progress meetings.

5 Approaches to teaching and learning

- 5.1 St Anne's School recognises that the needs of higher ability pupils include:
- The opportunity to work at an increased pace
 - The opportunity to operate from their appropriate starting point
 - To be given less repetitious practice of tasks
 - To be given greater independence of study
 - To be presented with open ended situations and abstract tasks
 - To be challenged to the point of failure
 - To be treated as a child, whatever the intellectual level reached
 - To be given creative opportunities and space to experiment
 - Contact with peers and adults with similar interests and capabilities
 - To be provided with extra-curricular activities run by experts.

6 Curriculum Opportunities

- 6.1 The school offers children a differentiated curriculum that includes a range of opportunities for independent learning and open-ended investigations. This

allows children to use higher cognitive skills and to access more advanced levels when they are ready.

6.2 To ensure equality of opportunity for our more able pupils, the following strategies may be adopted:

6.2 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

7 Organisation:

7.1 Specific interventions to cater for the needs of our more able pupils will be devised and pupils will have the opportunity to work in small groups in and/or out of the classroom.

7.2 In exceptional circumstances, and in consultation with a number of outside agencies, including the Local Authority (LA), it may be possible to accelerate a child into a class above his/her chronological age. It should, however, be noted that this only happens on very rare occasions.

7.3 Our enrichment programme, as well as provision for extra-curricular activities, provides a means by which children who are talented in art, music, dance or sport can be encouraged to excel.

7.4 In addition, the school will ensure the inclusion of these pupils in any on-site provision:

- Where visits from experts, drama/writing workshops etc. are organised, a separate slot may be arranged for those who are more able in this area if possible
- Curriculum coordinators will liaise with the Education department in museums and galleries to organise visits/projects in identified curriculum areas
- Children will be given access to LA programmes, where appropriate, and to specific projects organised by Curriculum coordinators.

7.5 An enrichment programme is run during the summer term, where children are able to sign up for activities that appeal to them. The allocation of places on the enrichment programme takes children's talents and gifts into account.

8 Roles and responsibilities

8.1 The school has a designated member of staff who is responsible for the more able pupils. This role involves:

- supporting staff in their identification of / provision for high ability children;
- offering resources and training to support work in this area;
- supporting subject leaders to liaise with outside agencies working in support of high ability pupils in specific subjects.

- collating and maintaining the register of high ability children and tracking the progress of these pupils;
 - liaising with other primary schools and secondary schools regarding transfer and best practice;
 - liaising with the named governor for able/talented pupils;
 - contributing to the school development plan, to ensure planned whole staff training and development, and review of policy and practice;
 - liaising with parents, where appropriate, to report on provision / progress made
- 8.2 The school appoints a designated governor for more able pupils, who is responsible for contributing to school initiatives and working parties in areas inclusion more able pupils, monitoring policy and practice, and reporting to the Governing Body.
- 8.3 Curriculum co-coordinators are responsible for:
- ensuring that policies, schemes of work and resources include provision for high ability pupils, specifically extension activities,
 - ensuring availability of appropriate resources for more able children.
- 8.4 The class teacher is responsible for:
- providing a suitably differentiated and enriched curriculum to allow all children to experience challenge across a range of subjects
 - identifying children who are especially talented in one or more areas and informing the more able and talented leader
 - involving children in target setting and self-assessment procedures, which will allow them to take increased responsibility for their learning as appropriate to their age and aptitude.

9 Pastoral Care

- 9.1 Children of high intellectual ability can appear well ahead of their chronological age. Social growth does not always keep pace and we recognise that this can lead to unfair expectations. Some able children are extremely well adjusted, whilst others find their ability a problem and can become loners, or present as bored, 'switched off' or display eccentric behaviour. In the latter case, these pupils will be discussed with the More Able leader and may be referred to the Learning Mentor.
- 9.2 St Anne's school aims to create an atmosphere in which success at all activities can flourish and be celebrated. Praise is just as important to the very able and talented as to other children. Our reward system is designed to be inclusive of all.

10 Parents and carers

- 10.1 We recognise that effective provision for more able and talented children involves close links between home and school. Parents will be informed of children's inclusion at termly Teacher and Parent meetings.

10.2 We aim to maintain a balance between the professional view and the perception of parents, whose opinions on the ability of their children will be sought. The school recognises the problems and anxieties, as well as the joys caused to parents of very able children and advice will be readily available. We look to provide a sympathetic hearing and flexible provision so that parents have confidence that individual circumstances are taken into account.

11 Resources

- 11.1 We aim to develop a resource bank of:
- Assessment materials
 - Cross curricular resources
 - Enrichment materials for staff and children to use

12 Monitoring and Evaluation

12.1 The coordinator More Able leader will monitor and evaluate the impact of provision on a termly basis, in consultation with subject leaders, who will provide feedback to teachers regarding the provision for more able pupils.

13 Related policies

- 13.1 See also:
- Assessment;
 - Curriculum policies;
 - Equal Opportunities;
 - EYFS;
 - Homework;
 - Teaching and Learning

Date agreed by governing body on 21/06/2022	Signature of Chair or Vice Chair
Date agreed for review Summer 2025	Frequency of Review Three Years
Responsibility for Review A&C Committee	