



PHOENIX
PRIMARY SCHOOL

MORE ABLE CHILD POLICY

REVIEWED SEPTEMBER 2020 – REVIEW DATE SEPTEMBER 2024

A **Beyond** ACADEMY
SCHOOLS TRUST

Rationale

Our school values all children equally and endeavours to ensure that each child should have the opportunity to achieve in an environment that provides support and challenge. Our school will have, at any time, talented or More Able pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes.

Definition of a More Able child

More Able is the term applied to those 'children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)'. (Identifying Gifted and Talented learners - getting started DCSF, 2008).

At Phoenix Primary School we define a 'More Able' student as:

- Students who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.
- In the top 5% of age related practical or creative power or other natural ability or tendency within the school.
- Students who have particular strengths and abilities in art and design, music, PE or performing arts such as dance and drama.
- Dual or Multiple Exceptionalities - A child with a disability or other special educational need or additional educational need, that is also exceptionally able or genius in another area.

'More Able' pupils refers to the expected performance of children within a particular year group that are working **above expectations** (working at least a year above the average of their peers in one or more academic area i.e. working within or above the next year group expectations). However, when test results and teacher assessment do not tally, children may still be identified as More Able but underachieving. Every class is differentiated to meet the needs of all children including a 'More Able' group. This 'More Able' group will include the one or two pupils who are identified as or more rarely 'exceptionally able' or 'genius'.

Aims

To ensure that children continue to develop their potential irrespective of race, gender, culture, religion, or ability.

To provide all pupils with activities, both in the classroom and outside that are challenging and take into consideration the different learning styles of the children.

To provide additional activities for those children identified as More Able.



Objectives:

To develop a whole school approach towards planning, provision and support for the More Able child and the under-achiever.

To develop appropriate learning resources that challenge the More Able pupils and encourage the use of the higher order thinking and learning skills.

To ensure planning is differentiated for the More Able child.

To provide work and experiences of a suitably challenging nature.

To develop the child intellectually, artistically, creatively, socially, morally and spiritually.

Staffing

The Inclusion Manager is the school's More Able Leader. Teachers and Subject Leaders are to ensure Quality First Teaching for all pupils throughout the school, which includes catering for different learning styles.

To track the progress of all children through the use of assessment to ensure that each child has access to a broad and balanced exciting curriculum which both supports and challenges learners.

To report any children who are within the classification of 'More Able' to the More Able Leader.

To ensure that evidence is collected on an ongoing basis to support any identification and to successfully track the progress of these children.

Leader for More Able Pupils:

To set up and maintain the More Able Register.

To prepare, from prior attainment data, a register of the top 5-10% of each cohort year in English and maths.

To gather names from a variety of data sources and from teachers of identified pupils from all subject and learning areas.

To monitor the progress of those on the register through Pupil Progress Meetings.

To liaise with class teachers to support provision for More Able pupils, increasing the awareness of the needs of More Able and talented pupils.

To establish and develop effective links with receiving secondary schools or other Primary Schools and ensure the transfer of relevant information.

Headteacher:

To ensure that appropriate time and resources are made available for effective management of the needs of More Able children within the school.

To ensure that there is appropriate curriculum flexibility to meet the needs of More Able children.



Governors:

To ensure that the school is meeting its statutory duties in respect of More Able children through regular Full Local Governing Body Meetings.

Identification:

Children are identified as More Able if they are working at, at least the year group expectation above the year they are in and talented if they display a natural talent in sport and the arts.

Processes:

- Teacher's professional assessment.
- Checklists of characteristic features.
- Annual standardised tests of ability and attainment.

Monitoring:

Pupils on the register will be reviewed each term following the school assessment procedures linked to pupil progress meetings, to justify their continuance on the register.

New pupils to undergo school assessments and an analysis of their previous school's test results and if appropriate will be placed on the register.

Pupils may be placed or taken off the register during the school year in consultation with Class Teacher and Subject Coordinator.

Register:

Children identified will be placed on a register and consultation will take place with the More Able coordinator, subject coordinators, class teacher. Parents and children should also be consulted, and their views taken into account. The register will be updated each seasonal term.

Organisational responses

Quality First Teaching - linked to Phoenix Primary School's six strands of teaching and learning.

Provision for More Able children can be enhanced as follows: -

In Class Approach

Enrichment and extension. Working with others of like ability. Differentiation. Higher order questioning. Challenge within subject areas. Applying skills & understanding across curriculum areas. Development of thinking skills (VbE /Student Choice) Subject peer mentor, Modelling, Circle Time. Mind mapping, Out of Class Approach, Enrichment days or residentials, Competitions, Musical and sporting opportunities. Working with outside agencies and specialists in workshops. School clubs, Peer Mediation, Masterclasses.



Wider Provision:

In helping to meet the needs of More Able children the school will, where relevant, involve, the Educational Psychologist, subject specialists and other local schools.

Partnership with Parents

Parents are informed of More Able children and kept up to date with progress during Parent Consultation evenings.

Parents are encouraged to keep school informed of out of school activities where their children display a talent.

Inclusion

Pupils are encouraged to achieve in the subjects in which, they are gifted or talented, without reducing the breadth of their curriculum and personal experience of sporting activity or social times. The school's aspect policies will be adhered to at all times. The register will be cross-referenced to the SEND Code of Practice.

Pupil Premium

Pupil Premium funding is money aimed at ensuring pupils achieve regardless of disadvantage. The funding should be used by the school to meet the needs of individual children identified as being entitled to Free School Meals. Children identified as More Able should not in any way be excluded from any activity.

More Able pupils have equal access to all aspects of the curriculum and school life.

Financial support will be made to ensure that children do not miss educational opportunities due to hardship. Money could be used to help talented children seek expert advice, teaching and coaching from outside the school.

Pupil Premium resources will be used to target More Able children on free school meals to achieve higher levels of attainment.

Health and Safety:

The health and safety policy will be adhered to at all time. Any provision for More Able children must adhere to the school's health and safety policy.

Monitoring and Evaluation

The Inclusion Leader, senior members of staff and subject coordinators will monitor and evaluate provision for More Able children through the schools monitoring process, including:

Learning walks, Planning moderation Book moderation, Pupil interviews, Data analysis, Evaluation summaries

