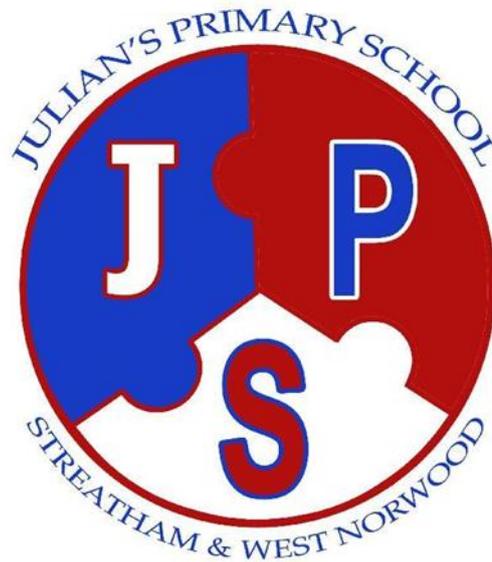


JULIAN'S PRIMARY SCHOOL

More Able Policy



RESPECT

INTEGRITY

CREATIVITY

EXCELLENCE

RESILIENCE

Rationale

At Julian's Primary school, we are committed to providing a challenging and enriched curriculum for all pupils. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement; we must ensure that all pupils are given equal opportunities to work to their potential which includes provision for highly and exceptionally able pupils. In addition, we believe that if we plan quality provision for our more able pupils then the provision for all will be raised, thus raising the standard of achievement in our school.

The purpose of this policy, therefore, is to ensure that we identify and support the needs of those pupils in our school who have been identified as 'Most Able,' and recognise that pupils with particular abilities and talents must be recognised and supported to be stretched – intellectually, emotionally, aesthetically, socially and physically.

Aims

- To provide a culture of high expectations
- To promote Growth Mindset
- To ensure there is suitable differentiation and challenge in the curriculum through Quality First teaching
- To promote the identification of more able pupils, using a variety of methods
- To ensure that all more able pupils achieve their full potential in the classroom and beyond
- To give opportunities, in all curriculum areas, to develop talents, creativity, work at greater depth and to develop reasoning, metacognition and evaluation skills
- To work collaboratively with parents to identify and foster the unique gifts, talents, skills and abilities of our pupils.

Definitions

Within school we use three different terms to describe our more able pupils: Gifted, Talented and Most Able.

Gifted - refers to a child of exceptional ability who possesses abilities so well developed and so far in advance of their peer group that the school needs to provide additional learning opportunities which develop, enhance and extend these abilities.

These exceptionally able children form a very small proportion of the population.

Talented - Refers to a child who excels in one or more specific fields, such as sport, art or music, but who does not necessarily perform at a high level across all areas of learning.

Most Able - A child who is working at a level above the expected level for their peers. Their progress and attainment may significantly exceed age-related expectations.

Identification

NACE outlines that 'Identification is a complex matter and is a whole-school issue which should be discussed and agreed by all staff.'

We will aim to identify the most-able pupils, wherever possible using a combination of the following:

- analysis of summative test results and formative teacher assessments

RESPECT

INTEGRITY

CREATIVITY

EXCELLENCE

RESILIENCE

- teachers observations and knowledge of pupils
- discussions with teachers and with parents
- information from specialist teachers, e.g. sports coaches, music teachers
- performance in sports, drama, music etc
- discussions with pupils during the year and continuous observations

Characteristics of a more able child

More able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all highly able pupils are obvious achievers. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs and lack of challenge. To enable these pupils to fulfil their potential, it is vital to give everyone in the school the opportunity to excel. As a school, we recognise that we need to be alert to any groups of pupils who may be underachieving and to assess the potential ability of these pupils.

Provision

We offer an enriching, differentiated curriculum for all children, intended to meet the differing needs of the individuals in our school. It may be that the true ability of some of our students are only discovered when particular opportunities are given. Teachers differentiate work for all abilities within the class and seek advice when required from Subject Leaders, Inclusion Managers and Deputy Heads of School.

At Julian's, we recognise that there is no one way of supporting an exceptionally able child, but more personalised approaches regarding the child's specific needs are required. These work best when the school works in partnership with parents and external organisations who may take a role in the provision.

Julian's Primary School teaches children about 'Building Learning Power' through the development of the 4Rs (Guy Claxton):

- Resilience
- Reflectiveness
- Resourcefulness
- Reciprocity

As part of our aim for all to achieve their full potential, we encourage all children to adopt a 'Growth Mindset.' To do this, we aim to create learning environments and opportunities which enable all children to develop their brains. That is, we provide inclusive enrichment to everybody. The concept of 'mindset' is based on the work of psychologist, Carol Dweck, who found that those with a growth mindset understand that abilities and talents are not set but are improved through effort, and that they are more successful and willing to work hard at things they find difficult.

NACE

Julian's is a National Association for Able Children in Education (NACE) accredited school.

NACE encourages schools to develop their own practice based on the following strategies:

- Rich questioning
- Higher order and abstract thinking e.g. handling ambiguity and paradox
- Problem solving and enquiry
- Development of advanced language skills, to include accuracy, precision and fluency
- Independent work and self study
- Development of metacognition
- Transfer of knowledge across disciplines
- Provision of leadership opportunities
- Curriculum enrichment

Recent examples of provision specific to Julian's include students taking part in: Debating contests, Maths challenges against other schools, an opportunity to meet with a famous author, the Lambeth music festival, Moving Matters sports tournaments and other competitions e.g. NACE photography competition.

The staff members responsible for the implementation and co-ordination of this policy are the Phase Leaders. They will share good practice and identify needs of staff, ensure resources are in place, ensure effective liaison, and monitor the effectiveness of the provision.

Provision is made regardless of race, colour, faith, gender and physical / mental impairment.

Parents/Carers

Policies are available to all parents and carers via the school website or on request. Parents and carers are not necessarily informed that their child is more able or gifted and we do not keep a register. However they will be signposted to relevant external agencies when and where appropriate.

Assessment and Record Keeping

We assess all children's abilities and learning needs on a constant basis, using formal and informal teacher assessments. Support staff observations and feedback also contribute to pupil assessment, as well as feedback and conversations with parents/carers during open evenings. External specialists in school also identify children who would benefit from additional/different challenges.

Monitoring

Is undertaken in the following ways:

- a) The identification of highly and exceptionally able pupils; through tracking and pupil progress meetings.
- b) The planning for and teaching of said pupils (e.g. differentiation, groupings).
- c) Provision available in school (wide-ranging, challenging and enriching).
- d) Provision which meets personal, social and motivational needs of all identified (and disaffected) highly and exceptionally able pupils.
- e) Involvement of pupils themselves in their learning.
- f) Progress matrices

Success Criteria

- a) Pupils are identified and subsequently monitored through a variety of means as previously outlined above.
- b) Challenging enrichment activities are planned within the curriculum for each year group and class; whole school enrichment activities meet a range of needs.
- c) Highly and exceptionally able pupils feel and experience an atmosphere of support for their needs. Pastoral care is provided across the school.
- d) The implementation of this policy helps to raise achievement across the school.
- e) Members of staff are confident in implementing the provision and using terms outlined in the policy.
- f) Pupils feel their needs are catered for.
- g) More able pupils are tracked and continue on the trajectory.

Evaluation

Evaluation will be carried out by SLT and the inclusion lead governor. The success criteria above will be used to measure the success of the policy and practice.

Reviewed February 2020

Dan Baumber and Geraldine Bibby