

MORE ABLE POLICY

At Oasis Academy Aspinal, we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

The purpose of this policy is to ensure that we recognise and support the needs of those children in our school who have been identified as 'academically more-able' or 'talented' according to the national guidelines.

DEFINITION

For the purpose of clarity within this policy, we had adopted the following terms:

'Academically More-Able' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects such as Mathematics and English. However, for a small number of pupils who demonstrate outstanding ability, we use the term

'Exceptionally Able'. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

NB: Currently Ofsted uses the term 'More Able' in primary schools and 'Most Able' in secondary schools. The DfE refers to higher attainers as well as most-able.

In comparison with their peers, when engaged in their area of expertise, more-able pupils will tend to:

- show a passion for particular subjects and seek to pursue them
- master the rules of a domain easily and transfer their insights to new problems
- analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation)
- make connections between past and present learning
- work at a level beyond that expected for their years
- show intellectual maturity and enjoy engaging in depth with subject material
- actively and enthusiastically engage in debate and discussion on a particular subject
- produce original and creative responses to common problems

Talented refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, art and music, but who does not necessarily perform at a high level across all areas of learning.

The number of more-able learners in a class or school will vary. NACE, for example, does not specify an actual percentage but recommends that every school has a robust method of identifying its more-able cohort. However, as an approximate figure, between 5 and 10% of the children in our school will be considered as exceptionally/more-able and/or talented. This refers to the upper end of the ability range in most classes.

IDENTIFICATION

The DfE and Ofsted define the more-able in terms of those whose progress significantly exceeds age related expectations. However, at Aspinal, we look beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum.

We also acknowledge that some able pupils who have complex or additional learning needs, for example autistic spectrum disorder, may demonstrate dual exceptionality.

It is important therefore to encompass a range of methods which looks beyond test results and teacher assessment and to ensure that opportunities are provided for pupils to reveal their abilities.

The process is ongoing – provide – identify – provide.

We establish procedures for identifying pupils that are non-discriminatory so that those with English as an additional language and pupils with disabilities and or special educational needs will be given equal access to identification. As such, children will be identified using a range of absolute and relative techniques:

- Analysis of information from Reception assessments by the class teachers and SLT
- Analysis of formative and summative assessments by the class teachers and SLT
- Ongoing tracking assessment
- Teacher observation
- Consultation with parents
- Information received from previous schools

In order to report accurately on the progress and attainment of the our more-able pupils, each cohort is reviewed and updated regularly. Re-evaluation will take place following each Pupil Progress meeting. Therefore, it is not a foregone conclusion that an identified pupil will remain on the school's more-able register for the duration of their time in school.

CHARACTERISTICS TO LOOK OUT FOR

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, 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, lack of challenge, and low teacher/parent expectations.

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.

We are also aware of the need to ensure that particular groups are not under-represented.

PLANNING FOR PROVISION

We aim to:

- Create an ethos where high attainment is celebrated and pupils feel good about achieving excellence
- Encourage all pupils to become independent learners
- Provide a wide range of resources to accommodate the needs of able pupils
- Offer opportunities for the able pupils to work independently
- Involve pupils in decision-making, for example as members of the Mini Senior Leadership Team and Academy MP's
- Encourage pupils to carry out extra research work
- Encourage pupils to participate in out of the classroom activities
- Promote an atmosphere of inclusiveness where any negative stereotyped generalisations about more-able and talented pupils are challenged
- Ensure that provision of more-able and talented pupils is embedded in all aspects of school life
- Support the effective transition of more-able and talented pupils to the next stage of education
- Encourage parents and carers to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities, providing resources and opportunities at home and setting realistic targets.
- Promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.

TEACHING OF MORE-ABLE PUPILS

Whole school strategies

Whole school strategies that are currently available are:

- The encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates
- Added wider opportunities for music eg, Ukulele after school club to challenge and extend the more talented musicians
- After school dance club to provide challenge and extend the more talented dancers
- Half termly curriculum certificates for outstanding contributions within that subject
- Enrichment weeks
- Opportunities for children to contribute to the wider school through Mini SLT, Academy MP's and Wellbeing champions

CLASSROOM STRATEGIES

All adults in the school have a responsibility for more-able pupils. Within the curriculum, much of the provision for the more-able pupils will be in the context of their day to day classroom experience.

Strategies include:

- Providing problem solving and investigational activities to develop reasoning, questioning and thinking skills
- Providing challenges through high-quality tasks for enrichment and extension
- Differentiating appropriately and planning work so that there is extension material for the more able children
- Lessons are structured to provide more able children with an input where they need it if they are confident with the learning
- In writing lessons, children are challenged to 'deepen the moment' rather than progress with the text
- In PE, options are given to make the skill more challenging eg, providing different equipment or extending distances
- In Science, Proof Of Progress (POP) tasks are used. These are open ended for children to go in to as much depth as they can
- Knowledge Organisers for all subjects provide students with independent learning opportunities away from the classroom.
- Setting personalised homework (Sumdog)
- Ensuring that more-able pupils receive regular guided sessions with teachers and/ or teaching assistants to cater specifically for their needs
- Encouraging all children to become independent learners and discerning questioners by:
 - organising their own work
 - carrying out unaided tasks which stretch their capabilities
 - making choices about their work
 - developing the ability to evaluate their own work and so become self-critical
- Analysing attainment data, including performance criteria in PE and the creative arts in order to identify those pupils who have the potential to reach high levels of performance
- Ensuring that provision for more-able pupils is child-centred, and values and utilises pupils' own interests and learning styles
- Promoting and celebrating creativity and original thinking within the classroom
- On occasion, more-able pupils may act as a pupil expert to demonstrate and share their expertise with peers. Eg, PE and Physical Health Champions