Benwick Primary School

More Able Pupils Policy

Introduction

The DfE definition of “More Able students” are pupils who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in their school. Nationally this is expected to be between 5-10% of each group.

At Benwick we will identify our most able pupils within each year group I order to provide a curriculum that is appropriate to the needs and abilities of all children.

Aims

Our aims are to:

* Provide a high quality curriculum and effective teaching.
* Identify pupils who have above average ability in one or more areas of the curriculum.
* Provide opportunities to extend and challenge pupils through mastery tasks.
* Ensure that pupils achieve their full potential; meeting expected attainment ad progress targets by developing children’s confidence.
* Provide extra-curricular activities which provide enrichment in different areas of the curriculum.

Identification of Most Able Children

We use a range of strategies to identify most able children. The identification process is ongoing and begins when the child joins our school.

* In the EYFS, each child’s pre-school 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. Therefore, we can identify children who are likely to be most able.
* Across the school, discussions also take place with parents and carers to enable us to gain further information about a child’s ability.
* Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be most able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.
* The children undertake national tests in Year 1, 2 and 6. Y2 data provides teachers with a benchmark to identify those who are most able and are working at a greater depth within the curriculum. Teachers also make regular assessments of each child’s progress in all subjects of the new National Curriculum in accordance with the new assessment without levels initiative. We compare the information from these assessments where possible with a range of national and Local Authority data, In order to ensure that each child is making appropriate progress in addition to their personal predicted targets.

Characteristics of an Able Child:

Most 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, procession 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 judgments
* Be outstanding leaders or team members
* Be fascinated by or passionate about, a particular subject or aspect of the curriculum
* Demonstrate high levels of attainments across a range of subjects or within a particular subject or aspect of work
* Are able to use a high level of mastery inn order to work with the curriculum objectives taught

It is important to recognise that not all more able pupils are obvious achievers. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, SEN, lack of challenge and low teacher/parent expectations. At Benwick we are committed to ensuring that the provision for most able children is a priority.

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 funding and the accountability this brings, the school will ensure 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 can include additional sports, music, Arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

Provision

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children’s learning.

Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers including the setting across core subjects and small group interventions.

In every year group we set targets for English and Maths and teach the children in ability groups. These groupings are flexible and alter termly following tracking and monitoring of progress and need.

We offer a range of extra-curricular activities for our children These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting clubs.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

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

We promote celebration of achievements by asking parents to inform the school if their child has an out of school award.

We plan enrichments days/weeks when the normal timetable is suspended and cross-curricular projects, which offer pupils more challenge and responsibility.

Monitoring and Review

Class teachers keep regular records of attainment and progress for all pupils in their classes in Reading, Writing and Maths and report each term on the progress and attainment of these pupils. Teachers discuss the children’s progress with parents at the termly consultation evenings and report annually on each child’s progress in July. All co-ordinators use their subject data analysis to form action pints for the next academic year.

Class teachers keep records of the attainments and progress of the more able pupils in those areas in which they excel. This is used to inform future provision necessary to meet their needs.

Class teachers review progress and set targets with pupils each term or more often if required.

Governors

The Learning and Standards Committee monitors the school provision for more able pupils. The committee will work to support the school’s efforts to help these children reach their full potential.

Agreed and adopted by the Full Governing Body on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair of Governors