



Hunnyhill Primary School

Date of Review	11 th October 2016
Next Review Due	September 2017
Staff Responsibility	More-Able Co-ordinator (P Glover)
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

More Able Pupils Policy

Principles:

At Hunnyhill Primary school we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with unique personalities, skills and abilities and we aim to provide a curriculum that is appropriate to the needs and abilities of all. This policy helps us to ensure that we recognise and support the needs of those children in our school who have been identified as being 'More Able'.

Aims and objectives:

- To provide a definition of More Able pupils
- To ensure that we recognise and support the needs of all our children
- To enable children to develop to their full potential
- To ensure that we challenge and extend children through a differentiated and challenging curriculum, both in the classroom and elsewhere
- To provide enrichment activities for children to allow them to extend their skills, application and knowledge
- To celebrate high achievement in all areas.

Definition:

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 and 10% of each cohort. This may be in academic, artistic/creative, practical, physical or social areas.

Equal Opportunities:

All children, regardless of their race, cultural heritage, gender, religious beliefs and abilities, are given equal opportunities to develop their knowledge, skills and understanding and to become confident and independent learners. We have high expectations of all our pupils and value and nurture their diverse talents.

Identification:

Identification strategies for More Able pupils are part of day-to-day classroom provision and Quality First Teaching, ensuring suitable and effective provision for all pupils to access the whole curriculum. There are many ways in which teachers can identify children's special abilities and talents. These include:

- Teacher observation/assessment
- Data from formal and informal tests
- Discussion with other staff
- Information received from previous class/school
- Information provided by parents/carers

- Information from outside agencies
- Observation in lessons and other settings, such as clubs and performances.

Those children identified will be recorded as 'More Able' and identified in our assessment tools. This record will be updated at least annually, or as required, with children being added to or removed according to their current needs and abilities.

Provision and Planning:

In the classroom:

We offer an enriched and differentiated curriculum for all children. This is achieved in the following ways:

- Regular use of enquiry-based/problem solving activities that are as open-ended as possible, to allow for maximum differentiation by outcome, and a variety of extension and enrichment activities.
- The use of the National Curriculum, including investigations which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate.
- Extra provision outside the classroom where possible.
- We aim to create an ethos where pupils feel good about achieving excellence and both achievement and effort are celebrated with parents/carers, teachers and peers. Pupils are encouraged to become independent learners via the 5 Bs (a system in place in the classroom where alternatives to putting their hands up are suggested to children e.g. by looking at the board or back through their books) and are given opportunities to apply their knowledge and understanding in more complex, cross-curricular methods.

Outside the classroom:

We aim to provide activities that will enrich and extend the experiences of our More Able pupils. We take part in the Newchurch Enrichment Programme that hosts a wide range of exciting and challenging activities to inspire and develop the skills of our More Able pupils. This is then fed back to the school community, allowing other children to benefit from it.

Extra-curricular provision available to More Able children outside the classroom includes:

- Instrumental music lessons
- Opportunities for personal development, including leadership skills e.g. through the School Council, Peer Mentoring, Sports Leaders and other responsibilities.
- Opportunities for competitive sport with other schools.
- Opportunities to participate in public performances.
- Opportunities to develop skills in sports, music, drama and art through activities and clubs led by teachers and outside specialists.

Other after-school opportunities specifically designed for More Able pupils are offered according to the needs of the current cohort of pupils, but aim to set challenging activities in a real-life setting that focus on using all their skills and working together in social settings to achieve their potential.

School Community:

Staff are encouraged to participate in courses run by Hampshire LEA, and in-school INSET is provided where appropriate to raise the profile and move the school forward in its provision for More Able pupils.

The More Able Co-ordinator feeds back on a regular basis at Staff and Governors' Meetings to ensure awareness of provision. Parents are encouraged to make appointments to discuss their More Able children with class teachers and/or the More Able Co-ordinator.

Monitoring:

The progress of More Able children (where identified for academic achievement) will be monitored at half-termly Pupil Progress Meetings and used to inform provision planning

Classroom provision is monitored through planning, schemes of work and SLT lesson observations, where appropriate

Information on the More Able pupils will be provided on transfer between classes and between schools.

Roles and Responsibilities:

Class teachers are ultimately responsible for the progress and attainment of all their pupils and are expected to:

- Identify More Able pupils in their class
- Plan and implement appropriate provision
- Use appropriate resources to challenge the More Able
- Report to parents and others on the progress of the More Able
- Review provision on a regular basis.

The More Able Co-ordinator is expected to:

- Compile and maintain an up-to-date record of More Able children
- Co-ordinate extra-curricular provision for children on record
- Develop expertise in this area through appropriate staff training
- Share expertise/good practise with other staff, SLT and governors
- Support and monitor curriculum planning to ensure differentiated provision
- Work with the Transition Co-ordinator to ensure the transfer of relevant information
- Purchase and organise resources to facilitate the teaching of More Able children
- Monitor the effectiveness of the school policy for More Able children.

The More Able Governor is expected to:

- Have oversight of policy and provision for the More Able.

Monitoring of this Policy:

This policy is monitored, reviewed and updated regularly and its effectiveness evaluated.