Forest Academy

&

Elveden Church of England Primary Academy

More Able Policy

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Ethos

At Forest Academy and Elveden C of E Academy, we aim to provide a curriculum that is appropriate to the needs and abilities of all of our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as `more able'.

Definitions

Recently there has been a move away from the term 'Gifted and Talented', with the idea that there is more 'room at the top' and we need to raise aspirations for those with potential to become the highest attainers. The report 'Educating the Highly Able' produced by the Sutton Trust in July 2012 recommends 'the confusing and catch-all construct "gifted and talented" be abandoned'' and suggests the focus should be on those capable of excellence in school subjects, which the report terms, 'highly able'.

The DfE now use the term ***'Academically More Able Pupils'*** (as of Spring 2012).

Aims and Objectives

- To promote the identification of More Able pupils, using a variety of methods of assessment.
- To ensure that all More Able children achieve their full potential.
- To provide a rich, challenging and differentiated curriculum in which More Able children can work at their own level and pace.
- To give opportunities, in all curriculum areas, to develop talents, creativity and reasoning skills.
- To create an ethos where pupils can have and achieve the highest aspirations.
- To work in partnership with the home and school.

What we teach

Teachers plan carefully to meet the learning needs of all of our children. Objectives are set according to the children's individual needs. Interventions are delivered and tailored to suit the child's ability, which ensures they access the curriculum to their full potential.

More able pupils will be taught through a range of strategies:

- Work will be differentiated and extended for the more able children in class lessons.
- The class teacher will focus on the most able group each week and will include higher order thinking skills and more problem solving activities in the lesson.
- Pupils may work with children from a higher year group. For example in Guided Reading sessions.
- Liaison with other schools (Primary and Secondary) in order to access a wider range of facilities, expertise and resources for Gifted and Talented children.
- Pupils may attend planned activity days organised by staff and in-conjunction with other local schools to focus on a particular skill or subject area. For example, a writing workshop or problem solving day on building a waterproof shelter.
- Specific events organised in school for More Able pupils such as a French Language Day or maths problem solving sessions.
- Give talented children the opportunity to represent the school in a range of sporting events and where children show talent in specific areas teacher liaise with parents to ensure children are directed to further or specific routes to develop their talent. E.g. promotion of swimming clubs, football clubs.

How we assess

Many More Able children will be identified because their progress through the National Curriculum takes them beyond the expectations for their age. This may occur through testing or teacher assessments.

Testing alone is not sufficient for the identification of More Able pupils. Teachers make regular assessments of each child's progress in each subject and the children who are performing significantly above their peers will be highlighted on the More Able register.

A range of people may be involved in the identification process:

- Teachers
- Support staff
- Specialists such as sports coaches or music teachers.

How we monitor

Monitoring of More Able pupils is the responsibility of the class teacher. The More Able Co-ordinator will be responsible for:

- Monitoring teachers' planning to ensure that suitable tasks are being undertaken by the more able children in the different curriculum areas.
- Monitoring the progress of more able children through discussions with the class teacher and reviewing assessment data to check if more able children continue to make above average progress/attainment.
- Supporting staff in the identification of more able children.