



**Dover Federation for the Arts
Multi Academy Trust**



***White Cliffs Primary College
for the Arts***

***Academically More Able Pupils
Policy***

Chairman of the Board of Directors:	<i>M. H. Hills</i>
Policy adopted or reviewed:	September 2017
Next Policy review date:	September 2020

White Cliffs Primary College for the Arts Academically More Able Pupils Policy

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183935/developing_quality_tuition_-_academically_more_able.pdf

Introduction:

The DfE definition of “More Able Students” is 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 year group.

At White Cliffs Primary College for the Arts we identify our most able pupils within each year group in order to provide a curriculum that is appropriate to the needs and abilities of all our children.

Aims and Objectives:

We aim to:

- Provide all children with a challenging, extended and enriched curriculum.
- Encourage all children to develop higher order thinking skills and at the same time give opportunities for able children to work at their own level and pace, thus realising their potential.
- Offer children opportunities to generate their own learning.

According to our College ethos, we support the development of the whole child. We believe that some children have special abilities and talents and that the nurturing of these is our responsibility.

Definitions:

The following areas have been identified as being the main areas of ability. We also seek to identify pupils who are not fulfilling their potential.

A. Intellectual: English, Mathematics, Science

B. Artistic and Creative: Art and Design, Music, Drama

C. Practical: Art and Design, Mechanical Ingenuity

D. Physical: Sport, P.E., Dance

E. Social: Personal and Interpersonal, Leadership Qualities

F. A pupil who could be recognised as more able but who is presently not reaching his/her full potential.

Identification Strategies:

Identification strategies for more able pupils are part of the day-to-day classroom provision ensuring suitable and effective provision for all pupils to access the whole curriculum. There are many ways in which teachers identify children’s special abilities and talents, these include:

- Teacher observation and assessment
- Test and assessment results (e.g. Foundation Profile, KS1 and KS2 SATs, end of year tests and assessments, end of unit assessments)
- Discussion with pupils/self and peer group identification
- Discussion with other staff
- Information received from previous class/school
- Information from parents and carers

We need to remember that the more able pupil's may:

- Be high achievers in one area but unexceptional (or below average) in others
- Exhibit a lack of social skills
- Show low levels of motivation
- Disguise their ability
- Have under developed coordination or motor skills (e.g. handwriting)
- Have English as an additional language
- Have been identified as SEND

Provision and Planning:

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, such as a variety of clubs and activities. Also, opportunities are provided for the children to take part in interschool competitions and events.
- Classroom provision is monitored through planning, schemes of work, samples of work, Pupil Progress meeting, Parent Consultation Meetings and observations where appropriate.
- Guided Group Maths and English sessions as well as supporting learning also extend the more able pupils.

Assessment:

- Teacher assessment and tests are two of the main ways in which we assess children's ability.
- The school operates a More Able Pupil register. Teachers update and review this information termly during Pupil Progress Meetings.

Role of the Director for Able Pupil's:

The College has a senior member of staff responsible for able pupils. The role includes:

- Creating and maintaining the register of more able pupils
- Updating necessary resources
- Undertaking training and professional development
- Familiarisation with current initiatives and research so as to keep staff and parent/carers informed
- Sharing good ideas and practice with staff, senior leaders and Directors.
- Identifying staff training needs, including those arising from Performance Management
- Monitoring the effectiveness of the college policy and provision for more able children overseeing this element of the college's SEED Plan.

Monitoring of this Policy:

This policy is monitored, reviewed and updated regularly by the Director for Able Pupils and its effectiveness is evaluated and amended as necessary.

Policy ratified: September 2017

Review date: September 2020