

Colehill First School

Colehill First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC). The contents of this policy are fully in keeping with this commitment.

Policy for Meeting the Needs of More Able Learners

1. Purposes of the policy

This policy is intended to

- establish and record the school's arrangements for meeting the needs of able learners;
- inform staff, parents, pupils and academy committee members of those arrangements;
- clarify roles and responsibilities to support those arrangements;
- identify objectives and processes for evaluating the effectiveness of the school's arrangements.

A copy of the policy is available on request to all staff, academy committee members and parents on request.

2. Aims

At Colehill First, we aim to:

- provide a climate in which all pupils, including those identified as more able, will be supported and encouraged in reaching their full potential in all aspects of learning;
- share high expectations for learning, progress and success between staff, children, parents and academy committee members;
- review the attainment and progress of all of our children, including more able learners;
- keep an up to date register of children identified as more able in 8 specific categories;
- regularly and systematically review that register in the light of pupils' progress and achievement across the breadth of the curriculum;
- tailor our provision for more able learners to meet their needs in the most effective way possible.

Definition

The school has adopted the following definition of more able pupils: *Pupils who have ability or abilities beyond the large majority of the pupils in the school and who consequently require more challenging teaching and opportunities. Within this broad category of approximately 20% of the school population, there will be smaller groups of exceptionally able pupils. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership.*

The school recognises that this definition is not, and could not be a precise measurement. Many abilities cannot be measured; other abilities will relate to the context in which the pupil is working. Research shows that there is nothing to be gained by attempting to find precise cut-offs, and instead we will aim to look positively at all attainment, and to include pupils within this definition wherever we can.

Guiding principles

At Colehill First, all pupils are valued equally. We are ambitious for every child to achieve as well as they can. We recognise that all learners have different strengths. Teachers respond to each child's strengths in a way that meets their needs most effectively. This will most often take place within high quality, differentiated classroom teaching.

On occasions and only when appropriate, teachers will provide additional and/or alternative opportunities beyond those described above which are particularly relevant to pupils with a specific range of abilities.

3. Identification

The school uses a wide range of criteria to identify more able learners, and a breadth of strategies to meet their needs. These are detailed in the school's Policy for Learning and Teaching.

It is considered to be essential that children are given opportunities to excel, supported by careful teacher observation and assessment. This enables the school to identify children who have a high level of ability in any of a wide range of skills, and not just the most obvious skills of numeracy and literacy.

We aim during the school year to provide a wide range of opportunities, available to all pupils, which will allow able pupils to demonstrate their aptitudes.

Children's parents will be kept informed of their child's attainment and progress through the usual channels, i.e. parents' evening and informed of additional opportunities outside school. The school will take into consideration parents' views of their child/ren's abilities in the identification process.

4. School Provision

We meet the needs of more able learners in the classroom by:

- establishing a culture in which all pupils are encouraged to be as successful as they can, and in which all pupils are valued for what they have achieved
- planning carefully to ensure that teachers' high expectations lead to high levels of challenge for all pupils
- asking questions and setting tasks which develop pupils' abilities to think creatively and to solve real problems
- providing extension tasks where appropriate, or setting challenges which deepen pupils' understanding
- providing for a range of learning and teaching styles and encouraging a range of responses – see Learning and Teaching Policy and Assessment Policy
- encouraging independent learning, experimentation and seeing setbacks as stepping stones to success (refer to the Learning Line approach within the Learning and Teaching policy).

- working with a variety of other children, including in similar-ability and mixed-ability groupings
- promoting higher order thinking and questioning skills

In addition to school based activities we value out-of-class activities and will encourage all pupils to extend their skills and abilities by joining in activities at school and in the community. At school we run a number of lunchtime and after-school activities which form part of our provision for pupils with well-developed abilities in these areas. We are keen to hear from parents about other opportunities available in the community, and of our children's successes in these activities.

Personal Development and Pastoral Support

All pupils are encouraged to develop, as fully as they can, socially, emotionally, physically, intellectually, spiritually and morally; none of these aspects is more important than any other.

Transfer and Liaison Arrangements

All relevant information about children identified as more able learners will be provided to the pyramid school to which the child is transferring in line with the agreed local transfer arrangements.

5. Co-ordination of School Provision

The progress of children, including those who are more able learners, is the prime responsibility of the class teacher. Where there are any concerns about the progress of a child, or about the provision that should be made, the class teacher should share these concerns with the subject leader and Headteacher.

Under the revised National Curriculum 2014, expectations are raised for all groups of learners, including the more able. Class teachers are required to design learning tasks which offer appropriate opportunities for more able pupils to use and apply age related concepts flexibly in new and unfamiliar contexts, thereby developing a deeper level of understanding. It would be highly unusual for more able learners to access content from subsequent national curriculum year groups and this could only happen once they were able to demonstrate a deeper level of learning across the whole of the age related curriculum.

If a parent has a concern about any aspect of provision for more able learners he or she should first raise the issue with their child's class teacher. If the parent feels that her/his concern has not been addressed appropriately he or she should make an appointment with the Headteacher to discuss the issue further.

6. Monitoring and Review of the Policy

The policy will be monitored throughout the year by the Headteacher and SENCO through discussions with staff, pupils and parents.

The policy will be reviewed annually by the Headteacher.

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Signed:

Position: Chair of the Academy Committee

Date: 26th February 2019

Date for review: Spring Term 2020

Appendix 1: ABLE CHILD REGISTER

Please list your 'more able' pupils in the following areas:

Mathematical development	English (speaking, reading, writing)
Knowledge and understanding of the world	ICT ability and skills
Musical awareness	Physical skills / practical dexterity
Artistic ability	Emotional literacy / interpersonal skills