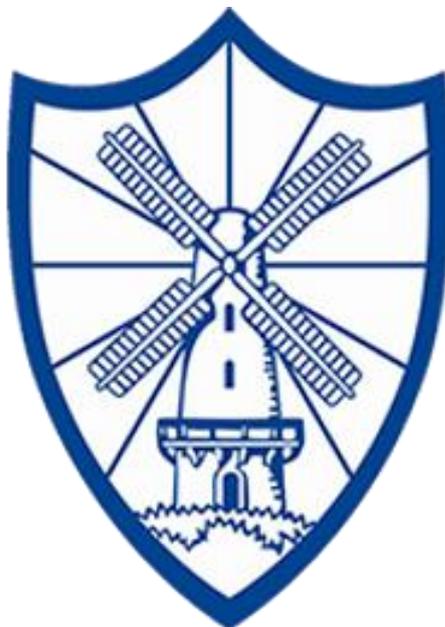




Meopham Community Academy



Enjoy, Learn, Aspire

More Able Pupils Policy

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| This policy was reviewed by: Susan Connor, More Able Pupils - Subject Leader |
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| Date: June 2016 |
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| Approved by Governors: June 2016 |
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| Next Review Date: June 2018 |

Aims

- To have high expectations of achievement for all students.
- To raise the aspiration of all pupils.
- To encourage pupils to be independent and self-motivated, and to show perseverance and resilience.
- To help our pupils develop their personalities, skills and abilities, intellectually, emotionally and socially.
- To provide teaching which makes learning challenging, enjoyable and enables pupils to realise their potential.
- To identify the pupils with the potential to achieve at a high level.
- We are committed to working for quality and equality of opportunity.

In the light of these aims it should be clear that we are committed to providing an environment which encourages all pupils to maximise their potential and this clearly includes pupils who are gifted or talented.

Definition

Within the Academy we have chosen to adopt the definition of More Able pupils suggested by the DfES and Ofsted.

The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age-related expectations. The term 'More Able' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of Meopham Community Academy.

Within the Academy we recognise that more able pupils can be:

- Good all-rounders
- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal ability but with low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to 'disguise' their skills

We also recognise that those pupils who are more able do not always show their ability. Such pupils are more able even though their abilities may be hidden or remain as potential.

Identification

More able pupils will be identified by making a judgement based upon an analysis of various sources of information including:

- information from early years providers
- benchmark tests, eg. Cops, SATs and CATs
- teacher nomination, e.g. based on classroom observation, discussions with pupils
- peer and self-nomination
- parental nomination

The Academy has a subject leader for More able pupils. The subject leader's main responsibilities will be to take a leading role in developing the school's more able provision.

We have identified the following as being indicators of ability:

A gifted pupil will demonstrate many of the following:

- is self-motivated
- is good at logic/problem solving (often missing out intermediate stages)
- is able to explain what they understand
- is good at seeing patterns or relationships
- is good at extending investigations
- is good at self-organisation
- is able to apply their knowledge
- has an enquiring mind
- is receptive and alert
- is able to respond to instructions
- can be challenging
- is independent
- is not always tolerant
- learns quickly
- is sometimes under-achieving
- is often a good reader
- answers the questions
- has a good memory
- absorbs information
- has good general knowledge
- is a good all rounder

Talented children may or may not exhibit some or all of these attributes. They often show outstanding ability in one or more of the following areas:

- physical talent

- mechanical ingenuity
- visual/performing arts
- outstanding leadership
- social awareness
- naturalistic awareness

Identification will also be based on ability, not just on achievement. Some children can “underachieve” for a variety of reasons such as: peer pressure; behaviour problems; special educational needs or reluctant learners and all staff need to be aware of this and look for “hidden talents.” Both qualitative and quantitative information can be used for identification purposes.

More able Register

A register of More able pupils has been created (in consultation with class teachers). It is reviewed and updated regularly, at least after each cycle of assessments and pupil progress meetings.

Needs

The most important needs of a gifted or talented pupil in the classroom:

- Have a secure environment in which they feel happy to display ability and where ‘having a go’ is more important than getting it right.
- High but realistic expectations from teacher, parent and oneself.
- Experience and challenge that is appropriate to academic and emotional needs, sometimes to the point of finding work difficult.
- Be recognised as an individual with strengths and weaknesses in a fully integrated environment.
- Have opportunities to plan and assess their own work based on independence and initiative.
- To receive consistent praise and encouragement, but also understand the need for helpful criticism.
- To be set and work towards realistic, appropriate targets.
- A balance between personal and academic development
- Opportunities to work with children of a similar ability

Teaching and Learning

All teachers have high expectations of all children. As appropriate the teachers provide differentiated activities and a range of support and resources for More able pupils.

Continuity and Progression

More able pupils often make very rapid progress in some subjects or many subjects. We aim to provide these pupils with enrichment and extension.

- Enrichment consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of topic that there would not normally be time to study, or it can consist of adding extra subjects to the curriculum.
- Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

Teachers will:

- plan and implement appropriate provision
- record strategies to be used in provision maps
- review provision regularly

Inclusion

More able pupils have equal access to all aspects of the curriculum and school life and will be encouraged to take a full part.

We will encourage pupils in those subjects in which they are Gifted or Talented without reducing the breadth of their curriculum and personal experience.

The curriculum

The curriculum is planned to encourage all children to make maximum progress. Curriculum policies refer to the needs of pupils of different abilities and describe the different expectations of pupils as outlined in our Schemes of Work.

The Role of Parents and Carers

Parents and carers need to support their children in their interests. Parents need to support their children in taking up any opportunities offered by local or central government or by the school.

Personal and Social Education

Children who have well developed social skills will be interviewed for taking up the roles of buddies, playground friends and peer mediators. School staff are aware that some children, who are More able, can experience difficulties with personal and social education and will be supported through the provision of 'supported play' or social skills groups provided by the behaviour mentor, social and communication mentor or the learning mentor.

Leadership and Management Roles

The Headteacher, Deputy, Assessment leader, More able subject leader and team leaders track the provision and practice within the school for More able children through:

- Looking at teachers' plans and provision maps to ensure suitable tasks and activities are being planned for More able children across all curriculum areas.
- Tracking the progress of More able children through regular pupil progress meetings and test data analysis.
- Supporting staff in identification of More able children and providing advice and support to staff on teaching and learning strategies.
- Carrying out regular classroom observations of teaching and learning.
- Sampling children's work.
- Interviewing children about their learning.

Out of the classroom we aim to:

- Provide a range of extra-curricular activities and clubs at different points during the year.
- Organise enrichment days/ weeks, visits, visiting speakers and residential trips.
- Invite musicians to provide instrument lessons.
- Take advantage of any opportunities provided by the government or local organisations.

How attainment and progress will be monitored, evaluated and assessed.

Teachers will refer to the Quality Classroom Standards to monitor their practice.

This policy and its effectiveness will be reviewed regularly by the subject leader. The subject leader, will provide an annual report for the Governing Body outlining the effectiveness of the policy. This report will include information relating to the following areas:

- The numbers of pupils identified
- A summary of the strategies which have been used in and out of the classroom
- An assessment of the effectiveness of the provision based upon quantitative data, e.g. SATs and CATs
- qualitative data e.g. teacher assessment, evaluations and reports
- details of any professional training undertaken
- suggestions or priorities for the coming year