

Redmile Church of England Primary School



More Able Pupil Policy

Introduction

At Redmile C of E Primary we recognise that within each year group there will be children who have a general all round ability or more specific abilities which are greater than those of the majority of their peers. We intend to refer to these as our **more able pupils**. We accept that they should be identified as early as possible and their need to achieve to their full potential should be met by a suitably challenging curriculum.

Statement of Entitlement

At our school we believe that every pupil is entitled to a broad, balanced and relevant curriculum, and that each individual should have the opportunity to make the greatest progress possible. Further, that the most able are entitled to be given 'equal opportunities' to work towards and realise their full potential in all areas of ability.

Definition

A more able child is any child who has above average ability in any area of the curriculum. In some cases this ability may be in a particular area while in others it may be apparent in several. The definition of ability encompasses five separate components which we regard as essential to optimum educational success. These are:

- Innate ability
- Opportunity
- Support
- Motivation
- Hard work

Within the more able group of children there will be those who are gifted in the academic sphere and those who are talented in the creative arts. In order for these children to succeed well we believe the above 5 components are essential.

Aims

Our aim for more able pupils will be to make it possible for them to fulfil their potential through the provision of a suitably differentiated or extended curriculum. Other aims, which apply to all pupils and situations but are particularly appropriate for able pupils include:

- Encouraging children to assume greater responsibility for their own learning
- Encouraging a greater degree of independent learning
- Teaching thinking skills
- Providing motivation
- To create an ethos of enrichment
- To create an awareness among teaching staff that particular attention must be given to meet the needs of able pupils
- To provide guidance regarding the identification of able pupils
- To put in place a system of record keeping so that information about able pupils can easily be passed on to receiving teachers in this and other schools.

Identification

The following indicators will provide information regarding the identification of able pupils:

- Those who perform well over most of the curriculum;
- Those who display particular abilities or aptitudes in a group of subjects;
- Those who perform particularly well in a single aspect or subject.

Characteristics which more able pupils might display include:

- Awareness and insight in aesthetic/social/moral fields
- Receptiveness and adaptability to change;
- Ingenuity and resourcefulness in problem solving;
- Creative thinking.

Attainment well beyond the expected level in a particular area may also be an indicator of high ability.

The results from National Tests may be a helpful pointer to early recognition.

The more able child easily grasps the underlying principals generally and needs the minimum of explanation.

Provision

Curriculum provision is not linked to any one teaching, learning or organisational strategy but rather to a range of strategies. Opportunities for pupils to reveal, display and extend their abilities is best met through a curriculum, which is

differentiated. We endeavour to ensure that the curriculum the children receive is best suited to their needs, moreover, it is not possible to customise teaching and learning to meet all the individual needs of all pupils at all times.

Where appropriate pupils will have the opportunity to:

- Work in ability groups
- Work with older pupils
- Work in small withdrawal groups on a regular basis

Partnership with Parents

Meeting the needs of the very able is a partnership. Parents and teachers can learn a lot from each other and liaison between them is encouraged.

Assessment

We believe part of the process of extended learning is self evaluation. This is important for the group as they are capable of establishing realistic expectations of their own performance and capable of setting goals. Evaluation by the teacher is also important.

Record Keeping

A register of more able pupils will be kept in school. Work sampling will take place, and pupil profile information should contain relevant details in comment form otherwise there will be no separate system for record keeping.

Roles and Responsibilities

The main day to day responsibility for the able child lies within the class teacher who should construct an appropriate programme for able pupils. The SENCo and SEN Governor's Committee has the responsibility for the overview of the provision and for monitoring the progress of the 'more able' pupils.