



Shinfield St Mary's C of E Junior School

More Able Learners Policy

Mission Statement

Everything we do in our school is driven by our values – those that have been determined by our community as representative of our Church of England School, as well as those that have been identified as quintessentially British by our government – tolerance, democracy, and the rule of law. We believe everyone is precious in the sight of God and we value the individual gifts brought by each and every member of our community. At Shinfield, we include the following as our most important values, the greatest of which is love: creativity and collaboration, hope and honesty, inclusion and individuality, love and loyalty, determination, respect, enjoyment and nurture. The initial letters of our values spell out the word 'CHILDREN' – and this is what we're about – developing happy, well-educated and well-rounded young people, able to cope with the challenges of life in the global economy in the years to come.

'As I have loved you, so you must love one another.' John 13, 34

Document History:

Version	Issue Date	Comments
1	May 2011	
Reviewed	May 2015	Reviewed and approved
Reviewed	May 2017	
	May 2019	No updates
	May 2021	Updated – definitions, roles and parent appendix updates

Signature of Headteacher:

Date:

Signature of Governor:

Date:



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Mission Statement and Aims

As stated in our Mission Statement, we aim to develop each child's potential in all areas. We celebrate children's individual gifts and talents and actively encourage achievements; providing a curriculum that is appropriate to the needs and abilities of all our children. We are committed to providing an environment which encourages all children to maximise their potential.

Objectives

- To identify and encourage the more able learners using a range of informal and formal strategies
- To identify and address barriers to pupil underachievement
- To provide appropriate methods of assessments, which support the provision of personalised learning for more able and gifted and talented children
- To foster the development of well-rounded, balanced and resilient individuals both intellectually and socially
- To encourage independent and autonomous learning where children use their own initiative
- To work in partnership with parents, carers and the wider community to promote and support pupil's learning and development
- To provide stimulating learning experiences for all pupils which enrich, broaden and accelerate learning
- To use a variety of teaching methods, ideas, resources and tasks that motivate, challenge and support the learner
- To encourage pupils to reflect upon their own progress in learning and to understand the factors that help them to make progress
- To track, analyse and act upon pupil performance data to ensure all children reach their full potential.

Definition:

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 of the population. The term is relative and refers to the top 5%/10% of our school.

Roles and Responsibilities:

The Class teacher

The teacher in the classroom is at the heart of our school's provision for more able pupils. It is the class teacher's enthusiasm, skills and the quality of the relationships they engender within the class that will facilitate the progress that more able pupils are capable of.

The Inclusion Leader

The Inclusion Leader has specific responsibility for all aspects of school work with more able pupils.

They:

- Support the school and staff in the identification of pupils and monitor progress made.
- Keep up to date with information about resources and services and are responsible for sharing this information with colleagues and parents.
- Encourage the development of suitable in-house enrichment opportunities as well as extra-curricular activities, alongside the Leader of Curriculum Enhancement.
- Co-ordinate the use of external agencies or people from the community, resources and facilities.
- Contribute to all aspects of whole school planning and policy making.
- Facilitate and contribute to staff development and training.

Identification

A range of strategies are used to identify the more able learners in school.

These include:-

- Teacher assessment: summative and formative e.g. SATs and NFER tests
- Teacher observation and annotated school work
- Discussion with parents, carers and outside agencies
- Pre-school , Infant school and background knowledge
- Achievements in extra-curricular activities
- Tracking and pupil progress reports
- Checklists

Provision

The school aims to provide:

- An effective learning environment where contributions made by all pupils are recognised, differences are acknowledged and enthusiasm for learning is fostered
- Personalised and appropriate learning, ensuring enrichment, extension, challenge and enjoyment
- Tasks that develop thinking, problem solving and higher order skills taking into account learning g styles
- Learning beyond the classroom within and beyond the school, in the community

All class teachers are responsible for planning to meet these pupil's needs through appropriately differentiated work, enrichment and extension activities.

Monitoring, Co-ordinating, Assessment and Evaluation

The Inclusion Leader co-ordinates the provision and practice within the school for most able learners. The role includes:

- Liaising with parents, Governors on issues related to most able learners
- Providing advice and support to staff on teaching strategies

- Supporting staff in the identification of the most able learners
- Alongside the Assessment Leader, reviewing the provision and progress made by the most able learners
- Arranging appropriate INSET and other training required for staff.

Associated Policies

Equal Opportunities

Assessment

Teaching and Learning

SEN

Policy Reviewed May 2019



Rapid Checklist to Support Identification of More Able Pupils

Rapidly – without thinking too much – write on the names of the pupils in your class who spring first to mind as you consider the descriptions below. It is not essential that every description has a name attached to it.

<u>Description</u>	Names
Proactive	
Wide general knowledge and contributes wealth of ideas and information	
Artistic talent – sensitive to colour, line, shape and form	
Intense curiosity	
Sees relationships	
Stream and 'why' and 'how' questions	
Feeling for words	
Shows empathy with other	
<u>Description</u>	Names
Bored by repetition	
Instinctive learner – dislikes rote memory tasks	

Outstanding athletic skills	
Excellent sense of rhythm	
Imaginative tune making	
Creative, original thinker	
Asks challenging questions	
Self-directed	
Uses language confidently and creatively	
Absorbed in books	
Wide vocabulary	
Speculates, suggests and predicts	

Parental Information Form for More Able Learners

At Shinfield St Mary's CE Junior School, we aim to fulfil the potential of all children. We recognise the benefits of working closely in partnerships with parents and carers who are the first educators in a child's life. Where there are close home school links, the results have a positive effect on a child's learning and development.

When pupils enter our school, we like to work closely with parents to develop any gifts children may have that fall outside the National Curriculum. If your child has a special gift, please tell us about it, so that we can access opportunities to develop it further.

Thank you

Childs' Name _____ Date: _____

Date of Birth: _____

Area of skill	Examples, comments and achievements

