

Academically More Able Policy

Statement of intent

Newchurch St Nicholas Primary School is committed to maximising the potential of all our pupils. We recognise our more able pupils have particular needs if they are to achieve success, educationally, socially and emotionally.

Our policy of maximising the potential of our more able pupils is understood and supported at all levels in the school, including with governors and all staff, as well as pupils and parents/carers. This policy is implemented in order to support our school vision.

Aims and objectives

Through the policy, we aim to ensure that:

- We recognise the different needs of our more able pupils, including those who coast, are underachieving, have special educational needs (which may be hidden or masked by their ability) or are from ethnic minorities.
- Every more able pupil receives an appropriate education to meet their needs.
- We provide appropriate opportunities to stretch and challenge the skills and talents of our more able pupils.
- We recognise the social and emotional needs of our gifted and talented pupils and support them as part of our policy, including poor risk-taking skills and perfectionism.
- We have a school environment which positively supports our more able pupils, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills.

Definition

We recognise that there are many definitions of more able. In Newchurch St Nicholas we use the following definition:

- Pupils who are performing academically at the top end of their current class.
- Pupils who are particularly talented in art, music, drama and related subjects, and perform beyond the majority of their current class.
- Pupils who have the potential to achieve above their expected level, but who, for whatever reason, are not performing at this level.

Identification

Our overarching identification policy is:

- To identify the pupils who fall into our stated definition of more able pupils.

We identify more able pupils through:

- School tests (state achievement tests i.e. SATS results; CATS scores – ability tests, end of year exams).
- Nomination by class teachers as a result of performance in the classroom.
- Information provided from home about any out of school activity (i.e. county tennis champion) or work done at home (i.e. providing portfolio evidence).

We recognise that some pupils will not be obvious candidates for our more able programme, but when they are challenged and enthused in an appropriate way, their gifts, talents and ability are more likely to become apparent.

We recognise that pupils may not be more able in every subject and our policy makes allowances for this to ensure that pupils are supported in

their areas of need and stretched and challenged in their area of talent and potential.

Providing feedback to parents/carers

It is important that parents/carers are kept informed of their child's status as more able. This is done in the following ways:

- Through meeting the class teacher at each parent's/carer's meeting.
- Through meeting the class teacher, at the teacher's request.

In both circumstances parents are informed that at that current time, in their class, their child is performing in the highest achieving group for a particular subject. They are also informed that the more able groups for each subject do change throughout each academic year.

We believe that involving parents/carers and having a positive working relationship between school and home is extremely important if a pupil is to maximise their potential.

Provision

Whilst the needs of every individual more able pupil will be different, there are particular school provisions that are especially beneficial to our more able cohort. These include:

- Enrichment and extension work within every lesson.
- Extension exercises on all homework which helps with creativity and higher order thinking skills and, importantly, is not simply 'more of the same'.
- Opportunities for collaboration between our more able pupils within class, across classes in the same year and across year groups.
- Opportunities for educational trips and visits to develop talent.
- Opportunities to develop higher order thinking skills, including critical and creative thinking.

- Opportunities to question concepts to extend understanding, including following teacher feedback.
- Opportunities for pupils to develop self-regulation skills.

Coordination

We believe it is important to coordinate our Academically More Able Policy, and we do this by assigning the following responsibilities:

Lead governor:

- Annually report to the governing body on the progress of this policy.
- Annually meets with the More Able Coordinator (Catherine Meeks) to evaluate the policy and provision.

More Able Coordinator - Catherine Meeks:

- Oversee the more able strategy.
- Keep a register of all more able pupils and their provision.
- Develop our more able strategy and policy.
- Interview more able pupils (or ensure it is done).
- Liaise with parents/carers.
- Monitor statistics on the impact of the more able policy.

Subject-specific coordinators:

- Keep up-to-date with talent development within the subject.
- Keep a subject-specific register of the more able pupils.
- Implement subject-specific initiatives to maximise the potential of all pupils, including those identified as more able.