



MEADOW VALE PRIMARY SCHOOL

MORE ABLE CHILDREN POLICY STATEMENT

Rationale

At Meadow Vale we recognise that children have special abilities and talents both in and outside of school. We want our children to be prepared for life in the twenty-first century by encouraging them to become confident and motivated individuals as well as enabling them to use their innate intelligences, skills and talents to the full. Our whole school ethos of 'Success for All' is at the heart of all we do and permeates every area of school life. This is consistent with our equal opportunities policy that all pupils should be given opportunities to develop to their full potential. We believe that making appropriate provision for our most able pupils will raise both teacher expectations and the quality of teaching for all – A Rising Tide Lifts All Ships (Professor Joseph Renzulli, an international expert in Gifted Education).

Aims

- To ensure that we identify and nurture special strengths, aptitudes and abilities of all children.
- To provide differentiated curriculum experiences
- To monitor the progress of pupils
- To offer a range of provision, as appropriate.

What does More Able mean?

The term 'More Able' encompasses children who show a particular skill or aptitude in one or more curriculum subject and are attaining above their 'Age Related Expectations'. The DfES defines the group as 'Children and young people with one or more abilities developed to a level significantly ahead of their year group'. This means they are doing better than the National Curriculum dictates for their age category. In every school there will be a group of children who require a greater breadth and depth of learning activities than is normally provided for the usual cohort of learners. Within class, teachers provide exciting learning and extension activities challenging children to show mastery over their learning by applying their skills - often in a cross-curricular way.

Staff use the concept of the Seven Intelligences by Howard Gardner (1993) as a framework for identification:

- Linguistic intelligence
- Musical intelligence
- Logico-mathematical intelligence
- Interpersonal intelligence
- Bodily kinaesthetic intelligence
- Spatial intelligence
- Intrapersonal intelligence

We will strive to identify all types of intelligences and nurture them.

More Able Register

A register of children identified as being More Able is kept, monitored and updated by the coordinator. Once identified, pupils will be placed on the register. The register is a fluid list and pupils can be removed from the register at any time if it is considered that they no longer meet the criteria. There will be ongoing liaison with all staff about pupils on the register. Furthermore, our register of pupils is accessible to all members of staff through our whole school pupil tracker; this information is used to heighten teachers' awareness and inform planning.

Identification

- Teacher assessment
- Standardised testing
- Parents' comments
- Nursery or school profiles
- Information from previous teacher/schools

How do we cater for More Able children at MV?

- Differentiation, by task and outcome, is practised by all teachers. Staff share strategies and effectiveness in phase and staff meetings.
- Challenging activities, questions and enquiries are highlighted in lesson plans and in children's books using a ★
- We provide children weekly opportunities to extend activities, embellish or 'go deeper' with their learning through meaningful interventions using specialised materials aimed at More Able Pupils.
- Children are organised into sets for Maths in order to differentiate input to match the needs of each group of children. This ensures all groups of children in Maths are challenged at appropriate levels and partake in investigations and problem solving activities.
- When appropriate, we move children onto higher levels in Maths.
- Opportunities are provided for children to carry out independent research using iPads, computers and library.
- Challenging Home Learning activities are set.
- A range of enrichment and extra-curricular provision has been put in place to meet the needs of our able pupils and to give the children opportunities to use their skills in areas beyond the core curriculum. These activities are designed to challenge and inspire students and to encourage high aspirations. Activities may include: debate club, visiting speakers, chess club, additional Maths and English groups, county gymnastics, sports coaching from specialist teacher, music tuition and workshops provided by a local secondary school.
- Pupils are entered into local and national competitions aimed specifically at able students such as the Primary Maths Challenge, National Young Mathematicians Challenge, National Young Writers Competition and Royal Mail Letter Writing Competition.

The Role of the Coordinator

Miss Pollington and Mrs Evans oversee the needs of More Able children within the school. Mrs Evans delivers intervention groups, whilst Miss Pollington is responsible for:

- monitoring the effectiveness of the policy;
- keeping documentation up-to-date;
- providing suitable resources;
- attending appropriate training and keeping updated with current policies and thinking;
- referring colleagues to appropriate specialists who can advise about particular teaching strategies;
- Liaising with subject coordinators and classroom teachers.

It remains the responsibility of classroom teachers to plan, teach, monitor and record progress of children identified as being more able.

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