

The Crescent Primary School More Able Child Policy

Introduction

This policy is a statement of the entitlement of children with high ability at this school. The policy now reflects the expertise of staff within the school. It also reflects the commitment of the school to support the able child.

Definition

The DCSF (Department for Children, Schools and Families) defines Most Able learners as:

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)." They can be identified in any year.

Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE. They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Most Able children are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

A talented pupil is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

Aims

The school aims:

- To support the abilities, personal qualities and talents of all children.
- To ensure education develops every child's personality, talents and abilities to the full (UNICEF, Article 29).
- To provide teaching which makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and to seek to remove it.

- To have the expectation that the curriculum for all will be extended by realising the needs of the More Able.
- To audit provision through The Quality Standards.
- To compile a More Able Register and enter this on the School Census

Identification

The identification of the More Able pupils is a process in which the whole teaching and support staff participate in; as well as parents, carers and the children themselves. The process starts as soon as children enter The Crescent and is reviewed constantly. Before identifying any child as More Able in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fairer. A register of More Able children is kept by the coordinator but talents and abilities emerge at different times due to developmental issues, and as new opportunities arise children may be added or taken off the register.

Identification must also be based on ability, not 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.

Children, who are identified as More Able may demonstrate certain characteristics such as being;

- 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

More Able children will be identified using one or more of the following criteria:

- Teacher Assessment
- Parental nomination
- Peer nomination

- Self nomination
- Checklist of characteristics
- National Tests and Foundation Stage Profile data
- Second opinion from a qualified person/ expert in a particular field.

Provision

At The Crescent, the main focus is to improve provision for able pupils in day-to-day teaching and learning. There are three basic ways of meeting the needs of More Able; accelerated, enrichment and extension.

Accelerated consists of enabling pupils to access work which would typically be for older pupils. This can occur through moving pupils up a year group or through simply giving them work which would usually be given to older pupils. At The Crescent we focus on enrichment and extension as the two main strategies for meeting the needs of More Able pupils but we would also use acceleration in exceptional cases.

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. More Able children need to be challenged. The role of the teacher is vital in challenging the thinking of the More Able child.

Outside help may be sought for those children on the More Able register, or where the children have a specific talent that needs extension outside of school.

Continuity and Progression:

The More Able Register is reviewed continually throughout the whole year with children being able to be added on at any point.

The children identified as being in the top 10% of our school population may be included on the school census annually.

The children entered on the More Able register will form part of the information passed over during the transfer from one class to another. Children to be monitored during pupil progress meetings to ensure progression and to identify underachieving children.

Partnership with Parents

Parents of children with specific talents may be directed to outside provision that may help to develop the aptitude that has been noted.

Parents are also used to help identify children who are More Able in other areas, such as extra-curricular activities like playing sport at a National Level or playing a musical instrument at a certain grade.

This Policy was reviewed by Abi Canning in November 2016