

Raynham Primary School Policies



More Able Plus Policy

1. More Able Plus Mission Statement

At Raynham Primary School, we recognise that all pupils are unique individuals at varying stages of readiness and ability but each with their own individual potential across a wide range of human endeavour. We aim, therefore, to serve the diverse and different educational needs of all our students by providing an appropriate match between the curriculum and the individual learning characteristics of the pupil. While provision may vary, and qualitative differentiation may occur, the aim of equal access remains an overriding one as more able children will only achieve their full potential if they are given sufficient intellectual challenge.

Our school policy on educational provision for “more able plus” pupils reflects the school’s educational beliefs and current practices with regards to these pupils. It is an important document because it establishes:

- the school’s definition of “more able plus” “gifted” and “talented”;
- open and transparent criteria for identification;
- specific aims of the programme;
- the range of educational provision available to pupils;
- the monitoring and evaluation schemes;
- the process for review of the policy itself.

2. Definitions

Many varied definitions of “more able plus” exist nationally. We define “more able plus” pupils as those who possess demonstrated or potential abilities which, when promoted and encouraged by appropriate teaching, resources and learning opportunities, will be evidenced in high performance in areas such as intellectual, creative specific academic, psychomotor or leadership ability or in the visual and performing arts.

These are children who require qualitatively differentiated learning opportunities and programmes beyond those normally provided by the regular school programme in order to realise fully their abilities and their potential contributions to their communities.

3. Identification

More able plus pupils are not a homogeneous group and the broad range of assessment tools and identification methods used in the identification process attempts to ensure that the identified cohort of pupils reflect the range of abilities and the mix of gender, race and culture of any such group of pupils.

The identification process is aligned with our school's general assessment policy and practices. It utilises evidence from a variety of sources that include:

- National Curriculum tests at Key Stages 1 and 2;- including optional tests
- teacher checklists of observed learning traits;
- recommendation based on subject-specific criteria;
- scrutiny of pupils' work and performance;
- information from lesson observations
- Foundation Stage profile
- high performance in extra-curricular activities.

The identified cohort will include a mixture of children with general intellectual ability and/or subject-specific ability. Inevitably, the cohort will also include some children who have the ability to perform highly but are currently underachieving.

4. Educational Provision

Educational provision for more able plus pupils takes place within the frameworks of the National Curriculum subjects but also provides opportunities to study topics and subjects outside of those frameworks. It is a combination of differentiation, enrichment, extension and acceleration that occurs as both in-class provision and out-of-school activities.

In-class Provision

Schemes of work and teacher lesson plans include details of levels of differentiation, including:

- tasks which demand higher-order cognitive and intellectual skills to challenge children;
- access to advanced resources and materials that support the level of challenge;
- more complex and open-ended tasks;
- flexible learning strategies;
- instruction that utilises a variety of strategies such as independent study or tiered assignments;
- increasing the depth of study of National Curriculum/ FS curriculum content and beyond.

Out-of-class Provision

A range of after-hours provision augments and complements the study of the National Curriculum. This provision can include:

- a breakfast club with special activities for gifted and talented children who attend, or leadership opportunities;
- focused visits to artistic events, athletic opportunities, exhibitions and performances;
- study support and organisational and thinking skills;
- masterclasses offered by external agencies and institutions;
- school and inter-school competitions;
- summer schools;
- cultural exchanges with other schools in Europe.

5. Aims

The aim of educational provision for more able plus pupils is to ensure that these students have every opportunity to achieve their full potential. It will ensure that there is:

- improved levels of attainment on school assessment;
- extended community and business contributions to educational achievement through the broadening of school partnerships;
- raised achievement of ethnic minority groups by ensuring that the most able pupils identified reflect the diversity within the school population and by promoting access to a challenging programme for pupils on the margins of the identified cohorts and for those with specific interests whose motivational level means they would benefit from specific classes or courses;

- increased expertise and ability of teachers to meet the needs of more able youth and to share good practice with colleagues at the school;
- the child's increased awareness of his/her own high ability.

6. Monitoring and Evaluation

The monitoring and evaluation scheme is a continuous process that carefully examines the more able plus programme in terms of teaching, learning, progress (academic, social and emotional) and attainment. It is comprised of the following components:

- Ongoing teacher discussion, planning monitoring and lesson observations that examine the quality appropriateness of differentiation, enrichment and extension;
- Portfolio of evidence of the provision given during the academic year.

7. Policy Review

The more able plus policy will be reviewed annually to ensure that it is an accurate reflection of an optimal practice and that it takes account of current international research on provision for more able plus youth.

Reviewed September 2019