

Raynham Primary School Policies



‘More Able Plus’ Policy

Updated September 2020

Contents

1. More able plus mission statement
2. Definitions
3. Identification
4. Provision
 - 4.1 Aims of provision
 - 4.2 In-class provision
 - 4.3 Out-of-class provision
5. Monitoring and Evaluation
6. Policy review

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 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. This policy includes:

- the school’s definition of ‘more able plus’
- 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

There are different definitions used for “more able plus”. Both the DfE and Ofsted define more able pupils as those whose progress significantly exceeds age related expectations. The DfE also uses the term ‘higher attainers’ to describe these pupils. However, children may not always make significantly advanced progress and yet demonstrate that they have the potential to reach a higher level of understanding and attainment than their peers of the same age. Therefore, at Raynham we define ‘more able plus pupils as:

‘pupils who demonstrate a high level of knowledge, skills or ability which significantly exceeds, or has the potential to exceed, the performance expected in a particular area for a pupil of their age’ .

Potential areas include the curriculum subjects, social development, intellectual and cultural development, leadership and organisation.

These are children who require qualitatively differentiated learning opportunities and provision beyond what is 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
- high performance in extra-curricular activities.

Inevitably, the cohort will also include some children who have the ability to perform highly but are currently underachieving.

4. 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.

4.1. Aims of provision

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

- 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 more 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.

4.2 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.

4.3 Out-of-class provision

A range of 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. 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 ongoing teacher discussion, planning, monitoring and lesson observations that examine the quality appropriateness of differentiation, enrichment and extension.

6. Policy Review

The more able plus policy will be reviewed annually by the more able plus coordinator to ensure that it is an accurate reflection of optimal practice and that it takes account of current international research on provision for children identified as 'more able plus'.