KINGS MEADOW PRIMARY SCHOOL

More Able Policy

At Kings Meadow Primary School we have designed our creative CRACKING curriculum with pupils' learning at the heart.

At Kings Meadow we recognise that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which consider their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress and become confident, fulfilled individuals.

We recognise that an enriching curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals within our community.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through enhancements and extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that all pupils should be challenged; learning from failures and celebrating successes through our different approaches. We intend for our curriculum to be empowering, enabling pupils to develop their oracy, interpersonal skills, creativity and independence.

Rationale

Kings Meadow is viewed as caring, welcoming, friendly school that is well- integrated in the community.

Our school provides a broad, balanced, challenging and exciting curriculum, which allows all children to reach their full potential in an enriching, stimulating, inclusive and safe environment.

We strive for all our pupils to be happy, engaged, hard-working, motivated, confident, determined, well-mannered, respectful of others, caring, well rounded citizens willing to contribute to all aspects of school life. We have a well-planned learning environment which is stimulating and enriching, promoting independence and also catering for all learning styles. Most importantly, it is fun. The outdoor environment is multi-sensory and rich with resources which are used effectively.

Our curriculum is creative and engaging and promotes links with our local and global communities. All pupils receive individual, targeted and tailored support which meets their physical, social, academic, mental and emotional needs are catered for to help them reach their full potential. This includes outstanding links between school and home. Purposeful opportunities are provided for all staff to develop with up to date and relevant training. All staff are performance managed effectively and through this, opportunities for development are discussed. Parents are supportive, work effectively in partnership with the school and assist with their child's development. The school utilises the skills of parents and their contribution is valued by school.

Aims

- To identify more able children using a range of agreed criteria. This will provide us with a whole school, consistent approach.
- To encourage children to develop a positive approach to their learning.
- To encourage children to take risks and to understand that we learn from mistakes.
- To encourage children to think and work independently.
- To provide opportunities and resources so that more able children can deepen their learning beyond the level of their peer group where this is appropriate. To set work that challenges, deepens, extends or enriches the children throughout the curriculum where appropriate.
- To ensure that there are opportunities for the children to engage in higher order thinking skills within the curriculum where appropriate. To encourage parents to act as partners in extending their children's learning opportunities and developing particular skills and talents.

Roles and Responsibilities

The Head teacher

The Head teacher is responsible for:

- leading whole-school improvement in more able education
- Allocating a proportion of Pupil Premium and PE Premium funding for more able pupils as and when appropriate and viable
- Encouraging identification of more able, talented pupils
- Disseminating information and offering advice
- Identifying training needs
- Encouraging a positive whole school ethos
- Keeping up to date on research and national and local initiatives
- Monitoring and reviewing progress
- Reviewing the policy
- Linking with outside agencies

Other Subject Leaders

The Subject Leaders are responsible for:

- Ensuring policies refer to more able pupils
- Advising staff on the provision for their subjects when required

Class Teachers

Class teachers are responsible for:

- Identifying more able pupils
- Planning for their needs
- Involving parents where appropriate

Monitoring and review

The Head teacher will regularly monitor:

- The number of pupils who are considered 'more able'
- The strategies that have been implemented to cater for the pupils in their learning
- Details of any in-service provision
- An outline of any special projects that have been undertaken
- Future priorities, including resources

Definitions

At Kings Meadow Primary School:

More Able ~ refers to those children who are achieving at the upper end of the ability range across a number of areas of the curriculum i.e. all-rounders and all pupils who are capable of excelling in one or more academic subjects.

Identification Strategies

We use a range of strategies to identify more able pupils. The identification process is ongoing and begins when a child joins our school.

The following strategies are used to identify more able pupils:

- Teacher/Teaching Assistant Observation ~ staff have a good understanding of the importance of identifying a broad range of abilities and talents. We recognise that it is important to identify those who, at first, do not present as more able as well as those who do.
- Use of Databases ~ use of the Insight Assessment tracking system. This is particularly useful in identifying more able pupils as they will be categorised as 'excelling' within subject areas.

- Test Results ~ these include EYFS Profile assessment data, Yr 1 Phonics Screening, Year 6 National SATs tests, reading and spelling tests, standardised test scores, school-based tests, records from previous schools. (We recognise the limitations of tests).
- Information from Parents ~ we believe that parental information on their child's needs plays a vital role in helping us identify a more able child. Parents can sometimes draw attention to specific skills and talents which their child does not demonstrate in a school situation.
- Pupil Self Awareness ~ pupils are encouraged to develop an awareness of their own strengths and areas for development.
- Peer Group ~ a pupil's peer group may offer unexpected insights.
- Whole School Enrichment Activities ~ these not only give us the opportunity to make provision for those children already identified as more able or talented, but also provide opportunities for observation of those children not yet recognised.
- Extra-Curricular Activities ~ these provide opportunities not only to celebrate achievement but also to assess and monitor an individual child's ability and progress.
- External Experts ~ for example PE Coaches, Spanish & Music teachers and extra-curricular provision.
- Checklists ~ general and subject specific.

Provision

Teaching and Learning

We aim to provide a broad and balanced curriculum that encourages **all** pupils to pursue and develop their individual abilities and interests. For the majority of pupils identified as more able provision will be made within normal curriculum planning and differentiation.

Organisation

Classroom Strategies

- Variety of teaching and learning styles
- Quality First teaching ~ teacher expertise / good subject knowledge / high expectations
- Planned appropriate adaptations or interventions
- Challenge and pace through a variety of tasks
- Teacher time, intervention and questioning to lead to higher order levels of thinking
- Balance between open ended problem solving, reasoning and closed timed tasks
- Teaching the skills for, and encouraging independent learning
- Emphasis on quality not quantity
- Focus on quality focussed child's interactions
- Groupings according to preferred learning styles, interests, ability, mixed ability, etc.
- Resources ~ available and at a suitable level
- Target setting and evaluation of own progress
- Time for reflection during lesson time
- Leading groups and supporting peers to develop higher order thinking skills.

Whole School Strategies

- Positive whole school ethos ~ this is approached through PSHE, Circle Time and Assemblies to enhance respect for pupil diversity
- Enrichment Weeks
- Specialist Teachers (Spanish, Music, PE & Sport, Dance)
- Residential Trips, Visits Out, Visitors In
- Extra-Curricular Clubs e.g. Art, Dance, Multi-skills, Singing, etc.
- Representing the school
- Cross Phase Liaison ~ for early identification, continuity and progression
- Additional Opportunities ~ for example competitions, publishing, challenges, productions, shows, debating, etc.

Equal Opportunities and SEND

At Kings Meadow Primary School every child is valued, respected and challenged. We believe in excellence for **all** children and equality of opportunity. We believe that all children have the right to fulfil their potential in a challenging, supportive and enjoyable way.

We are aware that pupils who have Special Educational Needs & Disabilities in certain areas of the curriculum may in fact be more able in other areas of the curriculum. We will actively seek to offer such children the opportunity to apply their unique talents in other ways.

Reviewed	September 2024
Approved by Governing Body	November 2024
Next Review	September 2027 or sooner if required.