

# **Grand Avenue Primary and Nursery School**

## **More Able Policy**

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## Mission Statement/Rationale

At Grand Avenue we aim to work together to provide education of the highest quality within a caring and stimulating environment. We wish to create a positive learning environment where more able, gifted and talented pupils thrive. We acknowledge the need to meet that challenge in a positive way to promote high quality learning.

## Aims

### **For our MA pupils we aim to:**

- Provide a broad, balanced and appropriate curriculum suitable for the abilities, personal qualities and talents of all children.
- Encourage pupils to become independent learners.
- Provide specific learning materials to aid progress where necessary.
- Show commitment to the personal, social, emotional and intellectual development of each child.
- Encourage each child to strive towards reaching their potential.
- Provide teaching which makes learning challenging and enjoyable.
- Provide higher order thinking and questioning skills and set tasks with high cognitive demands to intellectually stimulate children.
- Set tasks to enable pupils to work towards and achieve the level of Mastery of the year group expectations.
- Recognise the existence of all round ability as well as children who are more able in specific areas, not only intellectual pursuits.
- Ensure MA pupils are actively and enthusiastically involved and working to negotiated targets.
- Plan lessons and activities based around the 'Grand Learner Bricks,' with the challenging and aspirational nature of these skills providing clear goals for MA pupils to strive towards.
- Monitor progress and recognise achievement.
- Employ a wide variety of methods of recognition of potential.
- Recognise under-achievement and to seek to remove it.
- Provide a wide range of extra-curricular activities and clubs.
- Be aware of the effects of SEN, ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Keep up to date on LA and Government led initiatives and facilitate professional development for teachers.

## Definitions

We acknowledge **more able** children are those pupils who demonstrate significantly higher levels of ability than their peers (within the top 20% of the pupil population) in one or more of the following areas:

- In academic subjects
- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity
- Subject specific intelligence (e.g. speed of thinking, understanding new concepts, problem solving)

## Identification and Monitoring

We acknowledge a wide variety of methods for identifying MA pupils and recording their progress. The specific procedure will vary according to subject area but will include elements of the following:

- **Assessment Results**

The use of summative assessment results can be used to identify the more able child. A regular cycle of tests forms part of assessment procedures throughout school and are established to monitor progress against specific criteria. It is acknowledged that tests produce specific results and results would not be used to generalise pupil's aptitudes and skills.

- **Nomination**

Teachers, parents, peers or the pupils themselves may nominate a pupil showing ability. Teachers and parents are in a good position to recognise a child's ability as they have contact with the child over an extended period of time. Parents may also be aware of talents a child possesses which are not taught in school.

- **Checklists**

The use of a checklist noting the characteristics of able children is useful to teachers in the identification process. Limitations of checklists are acknowledged but they can highlight areas for consideration.

*It is worth remembering that more able pupils can be:*

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span

Each child is set termly targets and their progress is monitored by class teachers. These targets are shared with the child and parents. (see Assessment policy) The Inclusion Manager keeps a whole school MA pupil register. Teachers track the provision and progress of the children with support from the MA Subject Leader and Inclusion Manager.

## Organisation

Lessons are differentiated to cater for the needs of all the pupils. Differentiation can be planned for in a variety of ways:

- *Differentiation by outcome*

The teacher would expect a higher level of response to an initial stimulus.

- *Differentiation by input*

Tasks for more able pupils are varied in terms of style and content and learning experiences develop, enhance and extend their abilities. Specific resources may be made available.

- *Differentiation by mastery tasks*

By using the National Curriculum Performance indicators and Symphony record sheets as guidance for content.

- *Differentiation by support*

The more able pupils will have the support of either the class teacher or teaching assistant during regular, focused group work. This will be clearly stated on all planning.

- *Differentiation by lesson design*

When planning, class teachers will design their lessons to meet the needs of the more able pupils and personalise their learning.

Important strategies used at Grand Avenue Primary and Nursery School for supporting the MA pupils include:

- The coherent management of pupil groupings.
- The provision of opportunities for MA pupils to work with pupils of similar ability. (This may mean that it is appropriate for pupils to work with older pupils occasionally).
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and Mastery tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Reminding the children of the importance of the 'Grand Learner' skills and highlighting and praising pupils who display them.

### *Grouping*

During the school day children will work within a variety of group settings.

Mixed ability groups may be organised. Here the children may work together on an open-ended task or the able child may be asked to lead or scribe for the group.

A set group may be organised whereby children of the same ability work on the same task. It is also acknowledged that the set is still regarded as a group of individuals whose abilities and specific tasks to challenge and extend the able pupil will be set.

### **Out of class activities**

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills:

- Enrichment/curriculum days
- Residential experiences
- School clubs
- Musical and sporting activities

A wide range of out of school activities are offered including chess, art, football, Athletics and choir.

The school also recognises the benefits of MA pupils spending time with other able people. Wherever possible experts are invited into school to share their talents or pupils are encouraged to visit other venues to participate in workshops/sessions.

MA pupils are given the opportunity to attend enrichment days provided by the LA and other organisations whenever possible.

Participation in RBK initiatives, local events and national competitions is promoted, for example, poetry competitions and musical events.

MA pupils, in liaison with teachers, are encouraged to organise, promote and run their own enrichment events and competitions, for example, poetry writing and recital.

### **Personal and Social Concerns**

Children of high intellectual ability can sometimes appear to achieve far ahead of their peers. Social growth does not always keep pace. We know that some able children are well adjusted while others find their ability a problem. We are alert to the possible problems e.g. peer group pressure, isolation, teasing. We aim to create an atmosphere in which success at all activities can be celebrated.

We believe that praise is a vital part of the learning process for all children. A variety of reward systems are in place throughout the school e.g. superstars and team points. Teachers also use reward systems within their own classes e.g. table awards, pupil of the week, etc. We acknowledge that an able child who consistently produces work of high quality still deserves praise for the effort put in to produce the piece of work.

We recognise the problems and anxieties that some parents may face when their child is very able. We aim to support parents. We look to providing a sympathetic approach and flexible provision so that parents have confidence that individual circumstances are taken into account.

### **Responsibilities**

The Inclusion Manager alongside the MA Subject Leader will:

- Create, review and monitor the MA pupils policy, especially with regard to national and local agendas.
- Order, organise and monitor resources.
- Assist Subject Leaders when writing subject policies to take into account the needs of the able pupils.
- Monitor the work of the more able by observation of lessons and via the book look.
- Raise staff awareness on a regular basis.
- Ensure that identification procedures are in place and used appropriately.
- Maintain a More Able pupil register.
- Advise on the setting of targets for able children.
- Promote extra curricular activities, keeping parents/staff informed of availability.
- Keep up to date and inform staff of new educational literature regarding able pupils.
- Support teachers in the planning stage of provision.
- Keep Governors informed regarding all aspects of provision.
- Ensure that staff and Governors receive training in the key issues regarding the education of MA children.
- Ensure teachers and TAs plan and are allocated to support MA pupils.

- Review planning documents to ensure extension/enrichment activities are recorded.
- Engage outside specialists, advisers and consultants to support us in our work.
- To liaise with local secondary schools and primary schools to maximise the achievements of our able children.

#### The class teacher will

- Alert the Inclusion Manager and MA Subject Leader to children showing ability.
- Review the MA pupil register for their class.
- Provide differentiated activities within the classroom for the MA pupils.
- Indicate extension, enrichment and mastery activities clearly in planning.
- Plan activities to challenge and extend the able pupils.
- Set achievable yet challenging pupil targets in line with Symphony targets for pupils exceeding Year Group expectations.
- Monitor and keep records of progress towards targets.
- Provide opportunities for MA pupils to work together.
- Organise the timetable to allow specific time for an adult to work with the Able children (teacher/support staff), annotating planning to indicate key questions designed to engage and challenge these groups. .
- Keep parents informed of their child's progress.

#### Support staff will

- Be aware of the MA pupils within the class.
- Support the teacher in providing activities for the MA pupils.
- Report to the teacher the achievements of the MA pupils.
- Work alongside the MA pupils according to the timetable set out.
- Be aware of the need for differentiated tasks and questioning needed to promote learning and extend their abilities.

### **Assessment**

Also see the Assessment Policy.

The need for assessment of all children is paramount. We aim to take a longitudinal view of ability so that children developing at different rates can be taken into account. Assessment undertaken will be varied and ongoing.

### **Concluding Statement**

MA pupils at Grand Avenue are recognised as an asset to our school and we aim, through careful identification, planning, support, challenge and monitoring, to provide a curriculum which meets their needs both academically and socially.

## **Able pupils policy**

### **Appendices**

1. Extension and Enrichment
2. Distinguishing between 'Bright' and 'Gifted'
3. Check lists

## **Extension and Enrichment**

The extension (greater depth) and enrichment (greater breadth) materials used to support the able children would include some of the following features:

An allowance for individuality of response, this would include independent learning and choices about their own.

Encouragement of creativity and imagination.

Stress the process as well as content.

Encouragement of high quality thinking.

Open ended situations.

An opportunity for further research.

Differing questioning techniques.

Problem solving and decision making.

An opportunity to develop evaluative skills.

A sense of satisfaction and enjoyment.

## Checklist for More Able Pupils

|   | Always | Sometimes | Never |
|---|--------|-----------|-------|
| <p>Capacity for rapid learning in their specific strength</p> <p>Possesses extensive general knowledge</p> <p>Has quick mastery and recall of information</p> <p>Has exceptional curiosity</p> <p>Shows good insight into cause-effect relationship</p> <p>Asks many provocative searching questions</p> <p>Easily grasps underlying principles and needs the minimum of explanation</p> <p>Often seeks unusual rather than conventional relationships</p> <p>Listens to only part of the explanation</p> <p>Jumps stages in learning</p> <p>Leaps from the concrete to the abstract</p> <p>Is a keen and alert observer</p> <p>Sees greater significance in a story or film etc</p> <p>When interested becomes absorbed for periods</p> <p>Is persistent in seeking task completion</p> <p>Is more than usually interested in 'adult' problems such as religion, politics etc</p> <p>Displays intellectual playfulness, fantasises, imagines, manipulates ideas</p> <p>Is concerned to adapt and improve institutions, objects, systems</p> <p>Has a keen sense of humour, sees humour in the unusual</p> <p>Appreciates verbal puns, cartoons, jokes</p> <p>Criticises constructively</p> <p>Is unwilling to accept authoritarian pronouncements without critical examination</p> <p>Mental speed faster than physical capabilities</p> <p>Prefers to talk rather than write</p> <p>Reluctant to practice skills already mastered</p> <p>Reads rapidly and retains what is read</p> <p>Has advanced understanding and use of language</p> <p>Shows sensitivity</p> <p>Shows empathy towards others</p> <p>Sees the problem quickly and takes the initiative</p> |        |           |       |

### Checklist for Able Pupils

How can I distinguish between a bright pupil from the gifted learner?

| <b>Bright child</b>             | <b>More Able Learner</b>            |
|---------------------------------|-------------------------------------|
| Knows the answers               | Asks the questions                  |
| Is interested                   | Is highly curious                   |
| Is attentive                    | Is mentally and physically involved |
| Has good ideas                  | Has wild, silly ideas               |
| Answers the question            | Discusses in detail, elaborates     |
| In the top group                | Beyond the top group                |
| Listens with interest           | Shows strong feelings and opinions  |
| Learns with ease                | Already knows                       |
| 6-8 repetitions for mastery     | 1-2 repetitions for mastery         |
| Understands ideas               | Constructs abstractions             |
| Enjoys peers                    | Prefers adults                      |
| Grasps the meaning              | Draws inferences                    |
| Completes assignments           | Initiates projects                  |
| Is receptive                    | Is intense                          |
| Copies accurately               | Creates a new design                |
| Enjoys school                   | Enjoys learning                     |
| Absorbs information             | Manipulates information             |
| Technician                      | Inventor                            |
| Good at memorising              | Good at guessing                    |
| Prefers sequential presentation | Thrives on complexity               |
| Is alert                        | Is keenly observant                 |
| Is pleased with own learning    | Is highly self critical             |