



Astley Primary School

Policy for 'More Able' Pupils



This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

Within the school we recognise that more able pupils can be:

- a good all rounder
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those pupils, who are 'more able', do not always show their ability. Such pupils are 'more able' even though their abilities may be hidden or remain as potential.

Identification

'More able' students are identified by making a judgement based on an analysis of various sources of information including:

Test scores (SATs; Progression in English and Maths; NFER tests, Phonic tests, Numeracy Progress test, Read Write Inc. assessments etc...)

Teacher nomination (based on assessments, classroom observation, discussions with pupils, work scrutiny)

Parental nomination

Tracking

Reading ages

Recommendations from Specialists e.g. Sports Coaches, Music Teachers

This information is collated by the Inclusion Co-ordinator and is made available to all staff. The 'more able' register is reviewed and updated annually, although pupils can be added to and taken off the register at any time.

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of 'more able' pupils in some groups there will be pupils who are more able in all groups.
- The provision of opportunities for 'more able' pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- Three challenges set within the activity time to challenge each child at their own level along with an extension task.
- 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.

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 days
- Residential experiences
- School clubs
- Musical and sporting activities.

Co-ordination and monitoring

The Inclusion Co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress

Miss J Coleman
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