



Clarendon Primary School & Children's Centre

More Able Children Policy

- At Clarendon Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as more able.
- In these guidelines the term 'more able' refers to a child who has a broad range of achievement at a very high level. Those children who are more able often have very well developed learning skills.
- We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- The mission statement of our school talks of valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and very able children.
- This policy should be read in conjunction with the Equal Opportunities, Inclusion and Gifted and Talented Policies.

Aims and Objectives

Through this policy we aim to:

- Ensure that we recognise and support the needs of our children;
- Enable children to develop to their full potential;
- Offer children opportunities to generate their own learning;
- Ensure that we challenge and extend the children through the work that we set them;
- Encourage children to think and work independently.

Identification of more able and very able children

- We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- Children in Reception class are continually assessed throughout the year. This information about their developing skills and aptitudes across several areas of learning is used to assess the more able. We discuss each child's continuous assessment information with parents, and use this information when planning for individual needs.
- As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them. We identify them as more able and very able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.
- The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in Literacy, Maths and Science. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress.
- Each teacher regularly reviews the children's progress. Teachers discuss the children's progress with parents at the termly consultation evenings and report annually on each child's progress in the summer term.

Aptitudes in Literacy and Numeracy

More able and very able children in Literacy are identified when they:

- Demonstrate high levels of fluency and originality in their conversation;
- Use research skills effectively to synthesise information;

- Enjoy reading and respond to a range of texts at an advanced level;
- Use a wide vocabulary and enjoy working with words;
- See issued from a range of perspectives;
- Possess a creative and productive mind and use advanced skills when engaged in discussion.

More able and very able children in Numeracy are identified when they:

- Explore a range of strategies for solving a problem;
- Are naturally curious when working with numbers and investigating problems;
- See solutions quickly without needing to try a range of options;
- Look beyond the question in order to hypothesise and explain;
- Work flexibly and establish their own strategies.
- Enjoy manipulating numbers in a variety of ways.

Teaching and Learning style

Teachers at Clarendon plan carefully to meet the learning needs of all or children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- A common activity that allows the children to respond at their own level;
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- The opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

We offer 'enrichment' groups for children across the school. These groups provide more able children the opportunity to develop their research skills and to work independently.

Management Strategies

One teacher co-ordinates the provision and practice within the school for more able and very able children. The co-ordinator's role includes:

- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children in the 'enrichment groups' and across all curriculum areas;
- Regularly reviewing the teaching arrangements for more able and very able children;
- Monitoring the progress of more able and very able children through termly discussions with teachers;
- Supporting staff in the identification of more able and very able children;
- Providing advice and support to staff on teaching and learning strategies for more able and very able children;
- Liaising with parents, governors and LEA officers on issues related to more able and very able children.

The co-ordinator for our policy on more able and very able children monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning.

Review

Date discussed by staff: Summer term 2013

Date reviewed by governing body: Summer term 2013

Date due for review: Summer term 2014