

SHERINGDALE PRIMARY SCHOOL

More and Most Able Policy



INTRODUCTION

Our philosophy: A rising tide lifts all ships

At Sheringdale we endeavour to help **all** our pupils develop intellectually and socially. We provide teaching which makes learning challenging, creative and fun, which in turn enables all children to reach their full potential. Children are encouraged to be proud of their achievements and celebrate these with their peers, parents and the local community.

As part of this philosophy, Sheringdale is dedicated to identifying, valuing and promoting the talents of those children who are more and most able.

AIMS

- ❖ To employ a wide variety of methods to identify potential.
- ❖ To ensure that the more and most able children receive an education appropriate to their abilities.
- ❖ To have the expectation that the curriculum will be extended to realise the needs of the most able.
- ❖ To use extra-curricular activities and curriculum enrichment to further stimulate children.
- ❖ To ensure the more and most able children achieve 'Mastery' level in appropriate subjects.
- ❖ To provide the basis for children to develop higher order thinking and questioning skills.

DEFINITION

Children are defined as 'more able' in areas of:

- ❖ general intellectual ability
- ❖ specific aptitude in one or more subjects
- ❖ interpersonal skills
- ❖ emotional intelligence
- ❖ creativity
- ❖ physical ability
- ❖ practical ability.

ASSESSMENT

Children's development is continually assessed to determine in what areas they might be more and most able using formative and summative teacher assessment.

The following methods are used:

- ❖ teacher observation
- ❖ reading, writing, maths or science tests (80% or higher is regarded as 'Mastered')
- ❖ day-to-day class work
- ❖ background knowledge
- ❖ the expertise of subject leaders in supporting the judgement of the teacher.

No one, single method can be entirely accurate and, as children grow and develop, different skills and talents may develop. This means there is fluidity in the group of children recognised as 'More and Most Able' as they progress through the school.

APPROACH

To support the learning of the most able, acceleration is not recommended under the current Curriculum. Instead a deepening of understanding of a subject is encouraged as is the application of this knowledge to more complex situations. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to collaborate with older children, through curricular activities and enrichment visits to secondary schools. Withdrawal groups can be used (primarily for SATs) to boost those working towards the 'Mastered' level. Mentoring is valid and to be welcomed.

CLASSWORK

Enrichment/extension work is provided by all teachers in all classes as part of expected differentiated provision. Teachers are expected to open challenge up to all pupils. This is shown on planning documents and monitored by subject leaders. It is also important for teachers to work directly with a range of ability groups including the more and most able.

EXTRA-CURRICULAR ACTIVITIES

These are often highly valuable opportunities for more able children and include:

- ❖ club activities (organised and monitored by clubs co-ordinator)
- ❖ activity days and workshops. These may be organised by subject leaders, the LA or The Regional Partnership
- ❖ day and residential visits
- ❖ the use of specialists e.g. teachers from secondary schools, visiting artists and authors.

CO-ORDINATING AND MONITORING

The following people support the more and most able policy and its implementation through regular reviews:

- ❖ Headteacher
- ❖ More and Most Able coordinator and Inclusion leader
- ❖ Subject leaders
- ❖ Governor with responsibility for More and Most Able children.

MORE AND MOST ABLE CO-ORDINATOR'S ROLE

- ❖ To work with teachers in identifying children who are working at 'Mastered' or significantly beyond their peers
- ❖ To ensure resources are available to inspire and assist teachers in providing interesting and challenging activities for the more able children.
- ❖ To work with subject leaders to ensure suitable resources are provided for more and most able children
- ❖ To facilitate staff training and model effective teaching methods to ensure challenge is placed into all lessons.
- ❖ To support teachers and ensure that challenge is presented in lessons for **all** to potentially access.

FURTHER SUPPORT

The Local Authority organises visitors and lecturers, experts in the field of More and Most Able Education, to deliver training at termly network meetings and courses across the year. Notes relating to visits by experts or attendance on training courses are collected by the More and Most Able coordinator and relayed to teachers in staff meetings.

SECONDARY TRANSFER

The school will liaise with local secondary schools to provide information on More and Most Able Pupils in Year 6.

Review Date: October 2016

More and Most Able coordinator: Pip King (Assistant Head)

More and Most Able governor: Sophie Elliott