



St Nicholas^{CE (VC)}
First School

learning and believing, growing and achieving

St. Nicholas CE(VC)
First School, Codsall
Belvide Gardens
Codsall
Wolverhampton
WV8 1AN

More Able Pupil Policy

Rationale

At St Nicholas CE VC First School we have due regard for our duties under the Equality Act 2010. We will ensure that we: eliminate discrimination, advance equality of opportunity and foster good professional relations between pupils, staff, parents and the local community.

We believe that all pupils are entitled to receive the support and challenge necessary to help them to reach their full potential. The needs of “more able pupils” are acknowledged as part of our overall inclusion policy.

Introduction

The definition of “more able pupils” according to the DfE are pupils who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in their school. Nationally this is expected to be between 5 – 10 % of each group.

At St Nicholas CE VC First School we will be identifying our most able pupils within each year group in order to provide a curriculum that is appropriate to the needs and abilities of all our children.

Aims and Objectives

Our school aims to:

- Provide all children with a challenging, extended and enriched curriculum.
- Encourage all children to develop higher order thinking skills and at the same time opportunities for able children to work at their own level and pace, thus realising their potential.
- Offer children opportunities to generate their own learning.

According to our school ethos, we support the development of the whole child. We believe that some children have special abilities and talents and that the nurturing of these is our responsibility.

Definitions

The following areas have been identified as being the main areas of ability.

- A. Intellectual** – Literacy, Mathematics, Science.
- B. Artistic and creative** – Art and Design, Music, Drama.
- C. Practical** - Art and Design, Mechanical Ingenuity.
- D. Physical** – Sport, P.E., Dance.
- E. Social** – Personal and Interpersonal, Leadership Qualities.

Identification Strategies

Identification strategies for “more able pupils” are part of day-to-day classroom provision ensuring suitable and effective provision for all pupils to access the whole curriculum. There are many ways in which teachers can identify children’s special abilities and talents, these include:

- Teacher observation and assessment.
- Data Tracking (Pupil Progress meetings).
- Discussion with pupils/ self and peer group identification.
- Discussion with other staff.
- Information received from previous class / school.
- Information from parents and carers.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Access to the Curriculum

All children, including more able pupils, have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. It is important to remember that More Able pupils may:

- Be high achievers in one area but at or below age expectations in others
- Exhibit poor social skills.
- Show poor motivation.
- Disguise their ability.
- Have poor coordination or motor skills (e.g. handwriting).
- Have English as an additional language.
- Have been identified as SEN.

Provision and Planning

We offer an enriched and differentiated curriculum for all children. This is achieved in the following ways:

- Appropriate and flexible groupings within the class in all year groups ensuring differentiated activities and homework tasks where appropriate.
- Regular use of enquiry based / problem solving activities that are as open ended as possible to allow for maximum differentiation by outcome and a variety of extension and enrichment activities.
- The use of created curriculum approaches including investigations, which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate.
- Extra provision outside the classroom where possible, such as a variety of clubs and opportunities are provided for the children to take part in inter- school competitions and musical events.
- Staff are encouraged to participate in courses and events to raise the profile and move the school forward in its provision for "more able pupils."
- Classroom provision is monitored through planning, samples of work and observations where appropriate.

Assessment

Teacher assessment and tests are two of the main ways in which we assess children's ability. The school operates a "more able pupil" register. Teachers update and review this information termly.

Monitoring of this Policy

This policy is monitored, reviewed and updated regularly and its effectiveness evaluated.