



DOGSTHORPE INFANT SCHOOL

More Able Learners Policy




Ratified by: Local Governing Board

Date: 11th February 2021

Minute: 10

Review Date:

Welcome to our school family where children are...

-  **inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.**
-  **nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.**
-  **little stars who deserve to shine.**

Policy Overview.

What is the policy for?	The policy is for all staff and parents/carers of children attending Dogsthorpe Infant School. The policy outlines the school's systems and procedures for identifying and supporting children who are more able.
Who has devised and contributed to this policy?	The policy has been developed by the SLT and Governors.
How will this policy be communicated?	The policy is available on the school's website and a copy is available from the school office.
How will this policy be monitored?	The policy will be monitored by the SLT and the LGB.
Which other policies are linked to this policy?	Curriculum Policy Assessment Policy SEND Policy Equality Information & Objectives Policy This policy meets the requirements of the Statutory framework for the Early Years Foundation Stage Setting (2014)

Introduction

At Dogsthorpe Infant School we have due regard for our duties under the Equality Act 2010. This policy reflects our duties to eliminate discrimination, advance equality of opportunity and foster good relations.

The DFE definition of “More Able students” is 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.

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, provide 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.

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

Intellectual – English, Mathematics, Science

Artistic and creative – Art and Design, Music, Drama

Physical – Sport, P.E., Dance

Social – Personal and Interpersonal, Leadership Qualities

We recognise that some pupils can be good ‘all-rounders’. We also seek to identify learners who are not fulfilling their potential.

Identification Strategies.

Identification strategies for more able learners 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:

- Classroom observations, discussions with pupils and work scrutinies
- EYFS Assessments (collected every half-term)
- Key Stage One Assessments (collected every half-term in Reading, Writing and Maths and termly in Science)
- Teacher & Parent nominations

We need to remember that the more able learners may:

- Be high achievers in one area but unexceptional (or below average) in others
- Exhibit poor social skills/poor behaviour
- 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 SEND.

Provision, Planning and Assessment.

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

- Regular use of open-ended learning activities (especially in topic learning) to allow for maximum differentiation by outcome and a variety of extension and enrichment activities.
- The use of The National Curriculum, 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 activities.
- Opportunities are provided for the children to take part in interschool events.
- Classroom provision is monitored through planning, observations, Learning and Teaching Walks, book looks and scrutinies.
- Guided Group work with the teacher in Maths and English sessions.
- Effective marking and feedback to extend children's thinking within lessons.
- Daily assessment of learning through 'distance marking' followed by adaptation of planning in response to learners' needs.
- After school activities (football, music, Computing, dance etc) 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. Some of our after school activities (e.g. Maths) may be targeted specifically at our more able learners.

The responsibility for More Able learners is within the wider role of the Learning and Teaching Manager. The L&T Manager will:

- work with teachers to ensure they are clear who their more able learners are and support them to assess & plan for the needs of these learners.
- ensure a wide range of resources are used to support learning and teaching.