



Trinity St. Peter's

Church of England Primary School

where children shine

## **More Able Pupil Policy**

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

## **Aims & Rationale**

At Trinity St. Peter's we recognise and celebrate the diversity of all our children and acknowledge our responsibility to provide a broad and balanced curriculum for all our pupils. The school curriculum is planned to encourage the maximum progress for all pupils. We recognise that within each year group there are children who have a general all-round ability or more specific abilities which are greater than those of the majority of their peers. We accept that such learners should be identified as early as possible and their need to achieve to their full potential should be met by a suitably challenging curriculum that incorporates a wealth of wider learning opportunities, wherever possible.

More able pupils and exceptionally able pupils will access a curriculum that is specifically tailored to their current needs and will promote high levels of attainment through mastery of the Early Years or National Curriculum where applicable.

## **Definition**

Our definition of the more able child incorporates but also delves deeper than the DfE and Ofsted guidance that the more able can be identified in terms of those whose progress and attainment significantly exceeds age-related expectations. Exceptionally able learners are those who have the capacity to achieve or perform at the very highest levels.

Instead, at Trinity St. Peter's, we favour the NACE (*National Association for Able Children in Education*) definition which also includes those learners who may be underachieving or whose skills and knowledge may extend beyond national measures of progress and attainment. We also believe ability is fluid, can be revealed across a range of specific domains or more generally, and is not always restricted to traditional academic subjects.

## **Leadership**

The main day-to-day responsibility for the more able child lies with the class teacher who should match the curriculum to the needs of the more able pupils.

The Assessment Manager/Designated More Able Lead Teacher has responsibility for the overview of such provision and for monitoring the progress of 'more able' and 'exceptionally able' pupils. The More Able Lead Teacher works alongside school leaders to develop sustainable provision and practice.

There is also a named governor who is kept regularly informed about the progress of more able learners and contributes to policy development surrounding the development of the school's vision for more able learners.

## Identification

Teachers and leaders identify more able learners, as a result of systematic practice, which includes indicators such as:

- Those who perform highly across most of the curriculum OR display particular abilities or aptitudes in a given area, single subject or group of subjects
- Ongoing teacher observation and assessment; both formal and informal
- Alternative, complementary forms of assessment such as CAT (Cognitive Abilities Test) are completed by KS2 pupils to identify cognitive potential as well as any potentially underachieving pupils
- Further alternative, complementary forms of assessment and pupil voice surveys such as PASS (Pupil Attitudes to Self and School) are undertaken by all pupils to identify learning dispositions and any underlying reasons for underachievement
- Results from statutory national tests may be a helpful pointer to early recognition
- Parents and specialist teachers will support staff in the identification and/or nomination of more able pupils
- Robust transition and transfer arrangements to ensure the early identification of more able learners as well as continuous provision for their needs

## Curriculum, Teaching and Learning

At Trinity St. Peter's, we ensure that the school's curriculum, teaching and learning provides sufficient **challenge for all** students. Curriculum provision is not linked to any one teaching, learning or organisational strategy but rather to a range of strategies. Opportunities for pupils to reveal, display and extend their abilities is best met through a curriculum, which is differentiated. Our general ethos is one that embraces challenge, high expectations and deeper learning. Some of the embedded strategies that we have used to further develop children's thinking and achievement are:

- The school's unique **4C Thinking Model** which ensures logical, creative, critical and reflective thinking is embedded across the curriculum and across the school.
- **Kagan** is used by teachers as a structured approach to cooperative learning where children are seated in mixed ability groups. At Trinity St. Peter's, we want the children to be confident, independent, active and individually accountable for their own learning, all of which Kagan promotes. *This policy should be read alongside the Kagan Cooperative Learning policy.*
- **Thinking Hats** help us think about our learning. The 6 Thinking Hats each represent a different type of thinking. They are used in lessons to encourage students to think beyond their own perspective and holistically respond to situations rather than only using one type of thinking.
- **Thinking Maps** help us visualise our thinking. There are eight maps, each representing a fundamental cognitive skill such as comparing, contrasting,

sequencing, and cause and effect reasoning. The maps are displayed in all classrooms as a quick reference for pupils.

- **Growth Mindset** is an attitude we encourage at Trinity St Peter's. We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults. Having a growth mindset is a key priority at Trinity St Peter's, linking strongly with our school value of 'Hope.'
- **The Learning Curve** is encouraged for pupils on their thinking journey, where they can develop their resilience and creativity when meeting a challenge. Successful learning is achieved at the end of the Learning Curve when children have constructed a deep and well thought out idea of the initial concept.
- **Big Question** is a class thinking together to increase their understanding and appreciation of the world around them and of each other. Every Wednesday morning each class explores big questions about life so to develop pupils' understanding of disadvantage, deprivation and the exploitation of the natural world.

Teachers will use a variety of teaching and learning strategies to enhance quality first teaching. For example; differentiation through pace, task, dialogue and resources within the subject as well as activities involving research/study skills, problem-solving, decision-making, analysis, synthesis, creative thinking, speculation and evaluation.

The continuous professional development of our staff with regards to supporting the more able and exceptionally able learner includes (but is not limited to):

- Attendance at relevant courses and training days;
- Guidance from external specialists, consultants, guest speakers and trainers;
- Liaison with specialist organisations;
- Opportunities to share good practice internally, and with other schools.

## **Enrichment**

We proactively encourage enrichment opportunities for all children in order for learners to reveal and develop their abilities. Such opportunities are wide-ranging and selected carefully with the needs of the learner in mind. Staff and school leaders are forward thinking and proactive in their planning and monitoring of such activities.

## **Tracking and Assessment**

Ongoing assessment will inform the teacher of how the pupil will continue to further and extend their learning. We believe it is important that our more able pupils continue to embed and secure their new knowledge and then deepen their learning as opposed to simply being accelerated through subject requirements.

In line with our school's vision and values, a sense of curiosity and a love of learning is actively encouraged and promoted to support this.

Our assessment processes enable us to provide an informed analysis about our children's attainment. Moreover, it ensures that we can rigorously monitor every child's progress to ensure that no child falls behind. The progress and attainment of more and exceptionally able learners is tracked and monitored individually by Assessment Manager/Designated More Able Lead Teacher. Additionally, the achievement of more and exceptionally able pupils informs a key part of regular informal and formal pupil progress meetings between the class teacher and Assessment Manager/Designated More Able Lead Teacher.

We also believe that formative assessments concerning dispositions to learning are integral in order for class teachers to further identify the cognitive profile of pupils as well as any potentially hidden barriers to learning.

As well as these informal and formal assessments that take place termly, we believe part of the process of extended learning is self-evaluation. This is important for pupils, as they are capable of establishing realistic expectations of their own performance and capable of setting goals.

*This policy should be read alongside the school Assessment Policy.*

### **Parental Partnership**

The school will work with parents and carers to meet the needs of more able learners. Parents can also support staff in the identification and/or nomination of more able pupils, where appropriate.

Parents, where appropriate, are also encouraged to further support their children in an area of interest, passion or talent where the class teacher feels this will benefit the learner.

Parents will be updated on pupil's progress and achievement through termly academic parent review meetings. However, in line with the school's open-door policy, parents are encouraged to contact their child's class teacher, in the first instance, if they have any concerns.

### **Monitoring and review**

The coordination and planning of the More Able protocols are the responsibility of the assessment/More Able lead teacher, who also:

- supports colleagues in their teaching, by keeping informed about current developments in More Able provision and by providing a strategic lead and direction for this area;
- evaluates the strengths and weaknesses in More Able provision and indicates areas for further improvement and;
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.