

# Sherwood Primary School

## More Able Policy



May 2020

# Sherwood Primary School

## More Able Policy



### Sherwood Curriculum Rationale

We aim to provide a creative and challenging curriculum that inspires our children and prepares them for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

### Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventurous
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

### Aims

- To use a broad range of qualitative and quantitative data to identify our more able children (EYFS data, KS1 SATs results, Internal assessments and Teacher Assessments).
- To recognise those pupils who may have the potential but currently underachieve.
- To ensure that all staff receive appropriate support and training in identifying and providing for most able and talented pupils.
- To provide support and challenge in the classroom, within an ethos of high expectations.
- To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.
- To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.
- To provide a range of additional opportunities to develop the experiences of our most able.
- To monitor the progress of and evaluate the impact of developments arising from this policy.

## Definition

We use the general term More Able to refer to pupils who demonstrate or have the potential to work at a level above their peers. This may be in one or more areas.

Specifically, “more able” pupils are those who have ability in academic subjects e.g. reading, writing and mathematics. The more able register reflects these subjects. The children will be identified on a more able register which is updated annually. Teachers and staff will be made aware of this register and will plan their lessons accordingly.

## Identification

Identification will be undertaken using the following methods:

*Assessment data*

*EYFS Data*

*Yr1 Phonics Screen*

*KS1 SATs*

*Teacher Assessment*

*Pupil observation*

*A range of people will be involved in the identification of more able, gifted and talented pupils including:*

- *pupils*
- *parents/carers and relatives*
- *teachers and other school staff*
- *specialist external staff who work with the school*

As it is not possible to give a specific percentage of 'more able' children in each year group, it has been agreed that children who achieve 'exceeding' in reading, writing, number and shape and space in Foundation Stage will be placed on the register as they enter Year 1. This is not to say that all the children will go on to achieve greater depth at Year 2 and Year 6 but class teachers should be aware they have the potential to.

A 'more able' register will be maintained and updated annually. An Inclusion staff meeting will take place every September where the register will be shared with class teachers.

## Assessment, Recording and Reporting

Each of these elements is seen as vital to the progress, development and achievement of pupils. The assessment data collected in July on the Lancashire Tracker will provide the data that will be collated by the 'more able' leader and entered onto the 'more able' register. Any children who have not made expected progress will be discussed at class handover meetings and in the Inclusion Staff meeting in September.

## Organisation

At the beginning of each term year, the More Able leader will create snapshots that will highlight those children who remain at working above the age related expectations and allow staff to be aware of the children who are not. Discussions will take place during pupil progress meetings, between year group partners and the more able lead around the support these children may need.

## Role of the Subject Leader

The More Able leader is a point of contact for staff to help advise and support the planning and delivery of lessons which challenge the more able children in school. The more able lead will provide support through informal meetings as well as through inclusion updates in staff meetings.

Throughout the year the whole staff are encouraged to feedback information and ideas to the more able leader, such as how different children are progressing or how more able children are being challenged.

The more able leader is responsible for maintaining the more able register on an annual basis and updating the more able snapshots to feed into termly pupil progress meetings.

## Monitoring and Evaluation

Monitoring and evaluation will be conducted on a termly basis as part of Pupil Progress Meetings. Once the Lancashire Tracker has been completed the more able lead will complete the more able snapshots which will highlight children who are working above or below expectations.

The more able leader and subject leaders will be involved in the monitoring and evaluation of the progress of the more able children. Feedback will be given to members of staff when monitoring and evaluation has taken place.

## Equal Opportunities

All teaching and non-teaching staff at Sherwood Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school.

## SEND

At Sherwood, our aim is that all children strive and achieve their full potential. We recognise that children who have Special Educational Needs may also be added to our more able register. Their need for support in one area of the curriculum does not mean they cannot exceed in another.

## Conclusion

The success of the policy will impact on the school's ethos. At Sherwood Primary School, we want our pupils to succeed and to strive to achieve their full potential. We want our staff to feel confident in offering appropriate levels of challenge for our most able. We will measure success by both academic performance and an increase in the confidence and independence of our learners.

## Approval

Approval date: January 2020

Review date: January 2023

Signed (Headteacher):

Signed (On behalf of the Governing Body):