

VICTORIA DOCK PRIMARY SCHOOL

MORE ABLE PUPIL POLICY



Working together for your children

Date Adopted: Summer, 2015

To Be Reviewed: Spring, 2018

‘Ensuring that the brightest pupils fulfil their potential goes straight to the heart of social mobility, of basic fairness and economic efficiency.’

from 'Educating the Highly Able, Smithers, and Robinson, 2012

INTRODUCTION

Victoria Dock Primary School celebrates the abilities, skills and talents of all of its pupils. Where children demonstrate excellence or the potential for excellence the school aims to ensure this is recognised and their abilities enhanced through the school curriculum and where appropriate through extra-curricular activities.

DEFINITION

Victoria Dock Primary School is committed to identifying more able children at the earliest opportunity. The School considers more able pupils to be those performing at least two years ahead of their expected age. This may be in one or more subject areas.

Other children that are ahead of normal expectations will be catered for through differentiation by the class teacher.

IDENTIFICATION

The school is aware that ‘more able’ pupils may exhibit these characteristics:

- capable of higher levels of thinking e.g. abstract, analytical;
- higher levels of curiosity than their peers;
- particularly creative;
- show great sensitivity or empathy;
- demonstrate particular physical dexterity or skill;
- be outstanding leaders or team members;
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum;
- have an ability to concentrate for long periods of time.

The above list is not comprehensive. Should members of staff suspect that a child may be more able, the More Able Pupil Co-ordinator should be informed. He/she will monitor the child’s abilities and if agreed, the child will be placed on the school’s More Able register.

ORGANISATION AND DIFFERENTIATION

More able children’s needs are met through careful planning and opportunities. A number of organisation strategies are used to facilitate the development of the more able pupil. These include:

- challenging targets being set by the class teacher;
- being withdrawn for small group extension;
- classroom support being used to accelerate learning;
- contact with outside partners/experts;
- extension projects;
- extra-curricular activities.
- sharing and developing expertise.

In all cases of organisation and differentiation, the child’s social well-being is considered. Celebration of success will be made constantly in the light of the inclusive nature of our school where all children achieve success.

MONITORING, ASSESSMENT AND REVIEW

The More Able Pupil Co-ordinator will monitor the more able register each term, based on the assessment data collated and stored in school's assessment files.

More Able register time scales:

October	<u>Register Updated</u> Those on the register and those newly identified as 'more able' assessed to determine whether they are to be added to the register.
February	<u>Monitoring and Evaluation</u> Learning assessed to ensure appropriately challenging work and opportunities are provided.
May/June	<u>Monitoring and Evaluation</u> Learning assessed to ensure appropriately challenging work and opportunities are provided.

Children's results will be compared and analysed with those expected for individual year groups. Discussions will then take place between class teachers, Key Stage Leaders and the More Able Pupil Co-ordinator to discuss progress of individual children to suggest ways forward.

Informal assessments take place throughout the year and formal testing in Autumn and Summer Terms (in line with the school Assessment Policy). The progress will be discussed at Parents' Evening against the strategies implemented.