

3B: POLICY FOR MORE ABLE PUPILS

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Reviewed by: BS

1. SCHOOL SETTING

Cameron Vale School is a co-educational non-selective independent Preparatory School for pupils of the age of 4 to 11 years; it also has a nursery for children from the age of 2.

For the remainder of this policy, pupils identified as Able or Gifted and Talented, will be referred to as 'More Able'.

2. BELIEFS AND VALUES ABOUT MORE ABLE CHILDREN

At Cameron Vale School, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able than others and pupils who are particularly talented in particular areas.

Every child has the right to be included in a broad, balanced and relevant curriculum. We believe that each pupil is entitled to have the opportunity to enjoy an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

3. AIMS

This policy aims to ensure we can provide:

- An appropriate education for each individual
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific skills or talents both within and beyond school
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child, socially, emotionally and intellectually

4. OBJECTIVES

- To identify and provide for more able pupils
- To operate a whole school approach to the management and provision of support for more able pupils
- To provide a co-ordinator who will monitor the provision of these pupils
- To provide support and advice for all staff working with more able pupils
- To provide a record system which supports the provision for these pupils

5. DEFINITION

The more able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

- The gifted child, likely to be one of a minority of pupils and would be performing at a level significantly above their peers.
- The talented child, who may exhibit specific abilities in areas such as art, music, P.E. etc.
- The more able child, performing consistently above the level of most able peers in one or more subjects.

6. WHOLE SCHOOL APPROACH

Cameron Vale School takes a whole school approach to the provision for more able pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential.

7. IDENTIFICATION

Using the following list, Cameron Vale School seeks to identify the individual needs of these pupils, recognising that ability might show itself in a number of ways:

- Test results (Progress Tests Standardised Scores, CATs, 11+,) and other assessments (end of term module tests and use of Sonar Pupil Tracker)
- Teacher observation and nomination: this may reveal talented pupils, especially when made by a specialist teacher
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination: which may be useful in revealing high achievement in activities out of school (Drama, Sporting Achievements)

A record of pupils requiring additional support or extension is kept for all key stages, and used as part of the termly pupil review process.

In English and maths, more able pupils show:

- creativity and originality – *they are able to work in new and imaginative ways*
- the ability to make connections between different concepts they have learned – *seeing patterns of relationships and applying these to new contexts*
- independence and perseverance – *demonstrating initiative and persistence in completing tasks or pursuing lines of enquiry*
- capacity to learn and understand new ideas and ways of working quickly
- communication skills – *expressing ideas succinctly, justifying, qualifying, and explaining what they say; using language in ways that reflect an appreciation of the knowledge and interests of specific audiences, acquisition and use of vocabulary*
- ability to take on demanding tasks – *researching, comparing and synthesising information from a range of different sources, including technology*
- ability to debate and reason – *creating and sustaining accounts and reasoned arguments of more abstract levels in both speech and writing*

8. ANALYSIS OF NEEDS

Ongoing processes of formative and summative assessment is an integral part of the teaching and learning process at Cameron Vale School, providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs.

9. NOMINATING A CHILD

- **Nomination:** teachers, including subject specialists, should liaise with the SENCo, the Head of Teaching and Learning to discuss the profile of the pupil in question.
- **Assess:** The class or subject teacher, working with the SENCo and Head of Teaching and Learning will carry out a clear analysis of the pupil's strengths and the pupil will then be added to the record of pupils requiring additional support or extension
- **Responsibility:** a named teacher will have responsibility for overseeing the provision for a more able pupil. Provision may include extension work, invitations to join selective groups and activities (for example ISA competitions), support with scholarship applications.

- **Review:** The effectiveness of the support and their impact on the pupil's progress is reviewed (termly); the impact and quality of the support and interventions is evaluated as part of termly pupil reviews.

10. MONITORING AND EVALUATION AND SUCCESS

The Leadership Team and the SENCo will review this policy annually and will evaluate the impact of provision on the attainment and well-being of individuals.

Examples include:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to their peers
- noticing a reduction or an increase in the total number of more able pupils
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly

11. ACCESSIBILITY

Learning activities are differentiated by:

- taking into account individual learning styles such as audio, visual and kinaesthetic
- varying the task so it is more demanding, challenging or stimulating
- setting an open-ended task so a pupil performs at a higher level by outcome
- providing adult/specialist support to develop skills and talents
- providing further extension and/or enrichment activities for those who complete tasks
- a range of open-ended questions
- grouping by ability
- providing homework activities at a more challenging level

12. DEVELOPMENT OF THINKING SKILLS

The following thinking skills are particularly important in supporting most able pupils in that they help pupils consider the 'how' of learning, rather than the 'what', furthering a questioning and a critical mind.

Teachers aim to build in activities that encourage these skills as a matter of course in everyday lessons. The following higher order thinking skills are acknowledged at Cameron Vale School:

- reasoning
- enquiry
- creative thinking
- evaluation
- information processing
- risk taking

13. SUPPORTING PUPILS AND FAMILIES

Cameron Vale School prides itself on excellent communication with parents. Twice yearly reports and parents' evening meetings, together with the opportunity to meet teachers at other times as required, mean that parents of more able children are kept informed of their child's progress and well-being. As children progress through the school, this will also include support with selecting appropriate secondary schools and assistance with scholarship applications, where appropriate.

14. TRAINING

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes information on the monitoring of more able children.

15. RESPONSIBILITIES OF THE MORE ABLE COORDINATOR

Responsibilities include:

- ensuring that the record of pupils is kept up to date and regularly review by teachers in all key stages
- supporting and advising teachers in planning appropriate programmes of work
- ensuring planning is differentiated and takes into account individual need for more able pupils
- reading / summarising / disseminating information regarding educational reports
- liaising with the named coordinator for early years and secondary educational establishments to discuss transition where appropriate
- advising / liaising / managing the deployment of Teaching Assistants
- liaising with external providers
- identifying, ordering and utilising resources available from other agencies
- contributing to the development of curriculum policies to ensure that the provision for more able pupils is considered
- monitoring progress and providing additional support to more able pupils working in class
- continuing C.P.D.
- liaising with parents of more able pupils
- in consultation with the Leadership Team, review the quality of teaching, including supporting teachers' understanding of strategies to identify and support more able pupils through appropriate training

16. STORAGE AND MANAGEMENT OF INFORMATION

The school will continue to use the system of Sonar Tracker to record the steps taken to meet the needs of individual pupils. The More Able Coordinator is responsible for ensuring that good records are kept and are available when needed. All staff members have access to individual information via the school SharePoint and access to Sonar Tracker.