Policy for Supporting More Able Pupils in School

The Diamond Learning Partnership Trust

This policy will be checked annually and revised accordingly or where there is a change in the law or circumstances

Policy for supporting more able pupils in school

Rationale

This policy outlines the correct procedures and protocols DLPT Academies will follow to support more able pupils in school.

This policy will be readily accessible to parents and Academy staff, and will be reviewed annually by the Headteachers, to keep up-to-date with statutory and non-statutory guidance and legislation.

Aims:

To ensure early identification of more able and talented pupils so that we:

- promote self-esteem;
- recognise and meet the whole child's needs; widen opportunities and expectations by extending teaching and learning opportunities and providing enrichment activities;
- ensure that by the time they leave our schools, they are ready fir a smooth transition to their next learning environment.

Definition & Identification

More able pupils demonstrate a higher ability than average for their year group and require differentiated tasks to learn through challenge and extension. This is likely to be between 5 and 15% of our pupils, although it is important to note that each cohort is different.

More able pupils excel in academic subjects while talented pupils excel in areas such as art, PE or music.

More able pupils may display characteristics such as:

- intently focused;
- asks insightful questions and has a curiosity;
- imaginative, providing creative and original solutions;
- rapid learner;
- learns a new skill easily and readily;
- shows initiative;
- able to apply their learning to other areas and solve problems.

However, all children are unique individuals and this list is not exhaustive, nor does it mean a child is necessarily more able if they display some of these features.

Methods of identifying more able pupils are varied – we use assessment information, observations, staff discussions and nominations from parents/carers. We recognise that using only one method may be insufficient therefore we gather as much information about individual pupils as possible.

More able and talented pupils are always discussed at pupil progress review meetings.

Provision

Much of the provision for the more able and talented pupils in school will be in the context of their day to day classroom experience. Our provision will:

- be child-centred and value pupils' interests and learning styles;
- optimise learning time by ensuring that pupils are not requested to complete tasks they can already do;
- encourage children to use a variety of ideas, resources and stimuli;
- foster a climate of independence, questioning, problem solving, reasoning, debate and risk-taking in learning;
- promote and celebrate creativity, tenacity, perseverance, questioning and originality;
- provide differentiation and extension activities which provide sufficient challenge and enrichment for all;
- use deep and effective questioning to challenge and develop the thinking of more able pupils;
- develop advanced language skills, to include accuracy, precision and fluency;
- expect children to transfer their knowledge across disciplines and subjects;
- provide leadership opportunities;
- support children in managing change successfully and effectively.

In addition to the above, schools will ensure that:

- more able pupils will be offered wider opportunities and enrichment activities that extend the boundaries of the current curriculum;
- more able pupils will have the opportunity to work alongside pupils of a similar ability (usually Trust-wide activities);
- more able pupils will be invited to participate in extra-curricular opportunities, sometimes through links with other schools – eg: masterclasses or workshops at Kimbolton School or modern foreign languages events at local secondary schools.

Roles and Responsibilities

Each school within the Diamond Learning Partnership Trust will identify a more able pupils lead.

The **more able pupils lead** will:

- formulate and maintain a fluid register of more able and talented pupils within the school;
- monitor the progress of children identified as more able or talented;
- liaise with class teachers and other subject leaders to offer support as necessary;
- carry out at least termly reviews of the register;
- purchase and organise resources which challenge and extend more able pupils;
- offer advice and support for parents/carers;
- arrange enrichment opportunities for more able and talented pupils.

Class teachers will:

- liaise with the more able pupils lead in school over early identification and progress of more able pupils in his/her class;
- use a variety of strategies effectively to meet the needs of more able and talented pupils;
- prepare pre-assessment tasks which are used to inform planning to ensure that more able pupils are stretched from the outset of any learning module;
- plan and implement challenging and stimulating activities for more able pupils in every lesson;
- attend pupil progress review meetings and provide relevant information;
- keep parents informed regarding support and challenge for their child(ren);
- develop more able pupils' mindsets so that they understand the importance of hard work and failure in effective learning;
- provide challenging home learning activities for more able pupils;
- encourage more able children to develop their thirst for knowledge, love of learning and apply their questioning and research skills in all subject areas.

Parents will:

- attend parents evening and other meetings regarding their child(ren);
- support the school by engaging in activities at home and keeping school informed about their child.