

OUSTON PRIMARY SCHOOL

More Able Pupils Policy



Summer 2019

Philosophy

At Ouston Primary School, we believe that every pupil is entitled to a broad, enriched and relevant curriculum, which promotes challenge and fosters enjoyment of learning. This is embedded in a supportive and stimulating learning environment. Each individual should have opportunities to make the greatest possible progress in academic achievement and personal, social and emotional development and well-being. This incorporates making provision for our more able pupils, who have the same entitlement to an enjoyable and challenging school experience as all our children.

Definition

Currently, Ofsted uses the term 'More Able' in primary schools and 'Most Able' in secondary schools. The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations. However we prefer to look beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels. (NACE - National Association for Able Children in Education, Feb 2016).

Identification

Schools are expected to identify 5-10% of pupils as more able in every cohort. Children will be identified using a range of techniques:

- teacher observation and discussion
- analysis of formative and summative assessments (Rising Stars/QCA tests)
- tracking assessment
- consultation with parents
- information received from previous schools

Identification of more able children is used to inform the planning of work, to ensure pace, rigour and challenge.

More Able Pupil Register

Although there is no requirement to have a More Able Register, schools are required to report on the progress and attainment of their more able pupils. At OPS, pupils who have been identified by a teacher as being more able are entered onto a school register. We also believe it is good practice to inform the parent/carer of their child's inclusion on the register. Opportunities provided by parents' evening are used to further discuss what the child's strengths and needs are, how they might be supported at home and details of school provision.

The register is reviewed annually in January. It is a fluid working document and children will be added to it as others leave. If a pupil on the register appears not to be progressing at the expected rate, investigative procedures will be initiated. Removal from the register can occur, but will be handled sensitively to ensure that the pupil's self-esteem is not damaged.

Provision

Provision is a mixture of mastery - deepening and broadening, with opportunities for independent working and reflection; as well as acceleration. Each strategy has advantages and disadvantages for both the pupil and the teacher. Therefore, it is with skilful consideration that they are employed, depending on the individual's needs.

Acceleration means pupils working on the next academic year group objectives. This strategy will **only** be used if the pupil has complete mastery of the subject and the social/emotional maturity to cope.

Provision, however is not only confined to the classroom. Meeting the needs of more able pupils can be promoted in other areas of school life; through taking responsibility, taking a leadership role, developing initiative and caring for others. At all times citizenship is encouraged in day to day life at OPS.

Children are assessed as to their ability to master year group objectives.

| Rating | BELOW EXPECTED | EXPECTED | ABOVE EXPECTED | WELL ABOVE EXPECTED |
|------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standards | <i>This is below the expected standard depth of application and understanding. Does not apply their learning.</i> | <i>This is the expected standard depth of application and understanding. Average application of learning.</i> | <i>This is above the expected standard depth of application and understanding. Good application of learning.</i> | <i>This is well above expected standard depth of application and understanding. Very good application of learning.</i> |
| Examples | <i>Recalls facts, remembers learnt information. Constructs simple responses.</i> | <i>Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context.</i> | <i>Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context.</i> | <i>Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Applies own knowledge into alternative and unique contexts.</i> |

Monitoring

Monitoring will take place by:

- all teachers are involved in identifying able children annually as a whole school process
- all teachers will assess the progress of pupils through normal classroom practice and whole school termly assessments
- additional monitoring is carried out by subject coordinators to ensure that the whole school curriculum meets the needs of all pupils including the more able
- the Senior Leadership Team (SLT) also analyse results of national and school based tests and compare progress and attainment of the more able to their peers
- lesson observations across the curriculum

Transfer and transition

Records are shared between teachers across year groups and follow the pupil to the next class. A new class teacher will also be informed, through discussion, about the more able pupils in that class by the previous teacher. Meetings in the summer term with the Heads of Year 7 from the appropriate secondary schools will take place to inform them about the more able pupils in the September intake. Gifted and talented opportunities throughout Year 6 and summer schools, run by the secondary schools will also be supported.

The role of parents and carers

Parents and carers involvement is encouraged in the child's learning and the school aims to work in full partnership. The pupils are encouraged to share their work and ideas through the school newsletter, visits to the school and at home. Parents are invited to support their child during the time they are doing set homework, personal research and revision. They are encouraged to find a quiet space for them to work and, if possible help with additional resources such as reference material via the library and the internet.

Equal Opportunities

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of: ethnicity, gender, social background, disability, belief, age or Nationality. In the context of the school we feel the most appropriate definition is that:

'Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.'

(See Equal Opportunities Policy for more information)

This policy is available to all those involved with the education of our children at Ouston Primary School. This includes parents, students, outside agencies and governors.

Review:

Summer 2019

To be reviewed

Summer 2020