



Ranvilles Junior School Policy for More Able Children

1. ACCESSIBILITY

This policy is available in large print or Braille.
Please contact the school office who will be happy
to arrange this for you.

2. PURPOSE OF POLICY

This policy determines the commitment that Ranvilles Junior School has in meeting the needs of more able children. It describes how provision challenges, supports and enables more able learners to celebrate their gifts and talents and maximise their capacity as holistic learners.

3. APPROVAL

Approval date: March 2017

Approver signature: Jay Deeble

Approver position: Chair Curriculum Committee

Date for next review: March 2019



4. INTRODUCTION

At Ranvilles Junior School we are committed to recognising and maximising the potential of every child. Through the 'Ranvilles STARS' philosophy, creative curriculum design, and our reflective commitment to quality first teaching, all children are supported to maximise their talents, interests and academic abilities. The philosophy of 'Ranvilles STARS' is to build, encourage and sustain the capacity for resilience in learners so that they know what it means to:

-  Be safe physically, mentally, spiritually and emotionally,
-  Have a positive self-image through recognising and valuing their talents,
-  Achieve to the best of their ability,
-  Respect others and develop their responsibilities,
-  Employ sophisticated social skills to demonstrate values and self-worth as a life-long learner.

Regardless of their ability, all children have the right to:

- reach their potential – academically, socially and emotionally
- enjoy a secure, exciting and educationally challenging environment
- experience opportunities that develop their talents and interests

Within the school community there are groups of pupils of different abilities. As part of our commitment to entitlement for all, provision for more able pupils is monitored to ensure that we:

- cultivate an ethos that develops children's confidence in their own abilities and encourages children to take pride in their abilities
- broaden and enrich their learning
- provide challenging experiences and activities within and beyond the regular curriculum
- develop high level thinking skills and skills for life
- consider the personal, social and emotional development of children in addition to their intellectual needs
- appreciate that all more able pupils are individuals who have their own strengths and weaknesses

5. REFERENCES

- Effective provision for gifted and talented children in primary education, DCSF, 2008

6. DEFINITIONS

Nationally, the term 'Academically More Able pupils' replaced the term 'Gifted and talented youth' in spring 2012. At Ranvilles Junior School, we use the term 'More Able Pupils' to describe children with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop these). 'More



Able Pupils' include: 'Gifted' pupils who have the potential to achieve in advance of their peers in academic subjects and 'Talented' pupils who have the potential to achieve in advance of their peers in music, art, PE, drama or emotional skills. Throughout this policy, the term 'More Able Pupils' will be used to refer to both of these groups.

6.1 Identifying The More Able Child

As a Junior School, our core group of more able children are identified on entry to the school using transition information shared from Key Stage 1. More able children in Reading, Writing and Maths are initially identified if they have achieved level 3 or have been identified as 'working at greater depth' at the end of Key Stage 1. These pupils are immediately added to the more able child register and are rigorously tracked to ensure that they achieve ambitious targets set for them at the end of Key Stage 2. For pupils joining the school other than in year 3, records from previous schools are used to identify Key Stage 1 attainment and pupils are added and tracked in the same way.

In other areas of the curriculum, any child working significantly above the average pupil is identified as more able and added to the register by their class teacher.

As pupils develop at different stages, we review our More Able Child Register termly. Any pupil who consistently demonstrates abilities significantly above age related expectations in a subject can be added to the register by their class teacher. The Able Child Co-ordinator supports class teachers in identifying pupils with higher abilities through regular staff training.

More Able Pupils are identified through both quantitative and qualitative measures including:

- Key Stage 1 SATs Results
- Termly summative testing
- On-going Teacher Assessment
- Work samples
- Discussion with parents and colleagues (including those from other schools)
- Partnership work with external facilitators

6.2 Exceptionally Able Pupils

Some pupils are exceptionally able, demonstrating exceptional abilities in a particular subject or area. These pupils will be identified on the More Able Pupil register with * next to their name.

7. PROVISION

Provision for more able and exceptionally able pupils takes two forms:

Quality First Teaching – Daily Classroom Provision



- Differentiated tasks that provide high levels of challenge through breadth, depth and pace - Activity Challenge and Extension (ACE) Activities
- Use of higher-order questioning to develop investigation, enquiry and promote high-level thinking skills
- Small group work pitched at a higher level with adult support
- Target setting linked to the STARS philosophy – Achieve and Learn, Talents and Interests, pupil targets in planners
- Planned lessons where input and task design is tailored to facilitate the development of pupils' individual talents and interests

Enrichment Opportunities – activities outside the classroom

- Additional opportunities for sport, music and drama development
- Visits, expert visitors and master-classes
- Opportunities to be 'leaders' within school e.g. STAR leaders, Head Boy/Girl
- Range of extra-curricular clubs and activities

7.1 Monitoring

The AbCo will:

- analyse termly test and teacher assessment data to track progress of more able pupils
- monitor and evaluate work samples
- interview pupil focus groups to explore levels of challenge and attitudes to learning
- use the Institutional Quality Standards for gifted and talented education as a self-assessment tool to audit and further develop provision.
- report regularly to the Head teacher and the Governing Body on developments and progress within the school's provision for More Able children

7.2 Responsibilities

Governors will challenge and support the Headteacher to:

- ensure provision reflects the policy and STARS philosophy
- evaluate school learning outcomes against national statistics
- set challenging targets in performance management

Headteacher will:

- oversee responsibility for policy setting with the Governing Body
- oversee the monitoring of provision and assessment for most able pupils with the AbCo
- lead, facilitate and encourage staff to provide high levels of challenge and support for more able pupils

AbCo will:

- support colleagues in the identification of more able children
 - produce and update the More Able Pupil register
 - monitor, assess, evaluate and review provision for and achievement of more able children
 - develop their own expertise
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- set high standards in the planning and provision for more able children
- advise staff of ways to implement this policy in the classroom
- purchase appropriate resources as needed
- support teachers in setting targets for more able children
- develop portfolios of exemplary work across the school
- lead staff training on the development of Quality First teaching

Lead Professionals will:

- support colleagues in the development of Quality First teaching that challenges and engages more able pupils

Subject Leaders will:

- advise staff on subject methodologies for challenging more able children
- assist colleagues with differentiated planning and resources
- inform colleagues of available resources
- monitor provision for more able pupils within their subject and provide support
- collect examples of exceptional work

Class teachers will:

- identify more able pupils within their class and workshop groups
- ensure that appropriately differentiated work is planned and delivered
- clearly identify enrichment opportunities
- monitor the performance of more able children
- set targets and review as appropriate
- use a range of teaching strategies to develop higher level thinking skills
- enthuse children and foster an ethos that excites children about learning, celebrates talents and develops children's self-confidence in their abilities
- inform parents of more able pupils of their abilities and provision during parent/teacher consultation meetings

7.3 Links With Other School Policies

- Whole-school strategic plan
- Curriculum policy
- Assessment policy

8. APPENDIX

None.