



Policy for the More Able

This policy for the More Able reflects our duties to eliminate discrimination and advance equality of opportunity. At Winterbourne Junior Girls School we have due regard for our duties under the Equality Act 2010. We will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

AIMS

1. To ensure that we recognise and support the needs of all our children.
2. To enable children to develop their full potential.
3. To offer children opportunities to generate their own learning.
4. To ensure that we challenge and extend children through these opportunities.
5. To encourage children to think and work independently.

DEFINITIONS

Children who are deemed “more-able” (historically known as ‘gifted’) are those who work at a consistently higher level than their peers in the core academic subjects of English, Maths, Science and ICT.

The term “talented” is also used in education to refer to children who show exceptional talent in other subjects such as music, physical education or art.

IDENTIFICATION

The DFE definition of “More Able students” are pupils who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in their school. Nationally this is expected to be between 5 – 10 % of each group.

At WJGS – ‘the more able’ are identified at the beginning of KS2 from the ‘exceeding’ expectation group. They are then monitored to ensure that they continue to make accelerated progress throughout their school career.

More able pupils are also identified by making a judgment based on analysis of information including:

- Test scores
- Analysis of teacher assessment data
- Teacher nomination (based on classroom observation, discussions with pupil, work scrutiny)



The more-able register is reviewed annually with children being added or removed according to teacher assessment for that academic year. Teachers are aware of the children who have been deemed 'more-able'.

TEACHING AND LEARNING APPROACHES

Important strategies include:

- Opportunities for more able pupils to work with pupils of similar ability. This may mean that it is appropriate for pupils to work with older pupils and pupils from other classes on occasion.
- Opportunities for more able pupils to teach other pupils, thus broadening their experiences and challenging them to explain concepts or methods.
- Activities/tasks that challenge more able pupils to have a deeper understanding of subjects.
- The development of independent learning by allowing pupils to organise their own work, carry out tasks unaided, progress through their work at their own pace, evaluate their work and become self-critical.
- Celebration of achievements and awards.

When challenging the most able pupils in the classroom, teachers should avoid:

- **Overloading pupils with more content:** more able pupils should not just be challenged by expecting them to cover more content. Instead, pupils should be encouraged to think more deeply about the current content. Staff should focus on depth of knowledge, rather than breadth.
- **Focusing on just one skill set.** The most able pupils, for example, may already be comfortable with their written skills. It would therefore be more challenging to focus on speaking or social skills. This could involve encouraging debates, or presentations, rather than written work. This would work in reverse if pupils are comfortable with spoken debate, but not written work.
- **Feeding lots of facts to pupils.** Teachers should avoid simply providing more able pupils with lots of facts, but no context. Instead, staff could introduce more nuanced ideas and concepts. They could do this by debating divisive issues, or teaching pupils more about perspective, opinion and how facts can be manipulated.
- **Only praising success.** Teachers should allow more able pupils to take risks in their learning and occasionally fail. Allowing pupils to make mistakes challenges them and encourages them to learn from where they went wrong previously.

OUT OF CLASS ACTIVITIES

The following activities are offered on a regular basis for the benefit of all pupils. However, they are particularly apt for ensuring that pupils who have displayed exceptional talent in a particular area e.g. PE are given opportunities to practice and extend their skills. These children are signposted and encouraged to attend.



- Extra-curricular activities e.g. sports and musical clubs, cooking clubs, joint clubs with children from other schools.
- Sporting events/competitions e.g. netball, football, athletics, gymnastics.
- Enrichment days e.g. artist/musician visits to school, theatre or museum trips.

HOW CAN MORE ABLE CHILDREN CHALLENGE THEMSELVES WITHIN THE CLASSROOM?

Below are some practical ways that more able children may be challenged within the classroom in English, maths and science:

Science

- Ask great questions
- Think of creative ways of doing things
- Link learning from class to things that happen in the real world
- Give brilliant reasons in their predictions
- Read extra information from a variety of places
- Love to investigate
- Know the factors in an investigation
- Use scientific vocabulary correctly
- Can spot patterns in results

English

- Ask great questions
- Can organise their writing to suit its purpose and audience
- Can keep the attention of their audience by being dramatic or funny
- Can take on different roles in a group successfully
- Can use a variety of sources to research their work
- Read a wide variety of books, magazines and newspapers.
- Can challenge other people's point of view
- Understand the key features of a wide variety of texts
- Can present their ideas in a creative way

Maths

- Learn and understand maths ideas quickly
- Work systematically and accurately
- Be analytical and think logically
- See mathematical relationships
- Make connections between the concepts they have learnt
- Identify patterns
- Apply their knowledge to new situations
- Clearly communicate their reasoning
- Justify their methods
- Ask great questions
- Keep trying to find an answer
- Choose the right strategy to solve a problem



Most able, gifted and talented provision map – whole school

Wave 1: Quality First Teaching All pupils benefit from...	Wave 2: Able Pupils Pupils within the ability group will benefit from...	Wave 3: More Able Pupils A small number of exceptionally able pupils may require...
<ul style="list-style-type: none"> • Flexible ability grouped learning Groups for maths, reading and writing • AfL (Assessment for Learning) • Greater Depth challenges • Range of questioning styles including open questions and higher order thinking questions • Varying levels of support • Different working groups • High quality resources • Focus group work • Use of success criteria (WILF) • Targets – individual and groups • Self-assessment and peer assessment/evaluation • Plenty of opportunities to apply independent learning skills • Real life learning contexts • Use of scaffolding • Ensuring lessons appeal to all learners (Visual, Auditory & Kinaesthetic). • Use of ICT • Children presenting to the class • Shared writing/guided writing • All learning to have clear hook, audience and outcome. • Publishing of work (class books, blogs etc.) • Opportunities of choice within task • Opportunities to take on posts of responsibility 	<ul style="list-style-type: none"> • Opportunities to sometimes: plan own investigations. • Choose how to display/present work • More able children could 'cut away' during teacher input • Time for self-initiated learning • Spot patterns within science and maths • Hot questions – open ended/challenge question as an extension to answer and feedback to rest of class • Children teaching specific skill (leadership awards) • Children from different classes/year groups work together • Pupils within the ability group may be offered... Enrichment opportunities beyond the curriculum e.g. specific extra-curricular provision (newspaper club); master classes/workshops with subject specialist; trips. 	<ul style="list-style-type: none"> • Learning links with KS3 and specialist teaching. • Subject workshops • Sports fixtures • Music concerts • Children to run own skills workshops for other children • Maths sets • In writing, free choice of genre to communicate • Children to read stories to class • Write pieces for newsletters • Trips to areas of interest (museums) • Guest speakers • Plan own learning within topic, carry out independent research within topic then teach/feedback to the rest of the class • Small group coaching • Grouping with pupils outside the year group for specific sessions • Opportunities to attend local/regional workshops and events with pupils of a similar ability • Signposting for parents and pupils to access appropriate support from other organisations e.g. websites, organisations for more able and talented pupils

COORDINATION AND MONITORING

The more-able coordinator has overall responsibility for:

- Ensuring that the policy is implemented
- Contributing to the monitoring of progress (alongside the Assessment Coordinator)
- Ensuring that the professional development programme includes relevant aspects of more able provision.

Aspirations, Expectations, No Excuses

Winterbourne Junior Girls' School

Vincam – 'Together we Conquer'



Individual subject leaders have responsibility for monitoring provision through lesson observations, and book/work scrutiny. They also have responsibility for signposting teaching staff towards specific more-able resources.

June 2017

Review date June 2019