

# Ashford CE Primary School



## More Able Pupils Policy

**Updated Policy:** March 2019

**Approved by FGB:** 25 March 2019

Signed: \_\_\_Phil Wells\_\_\_

Chair of Governors

# More Able Pupils Policy

## Our School Vision

We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

*Philippians 4v13*

## Vision for More Able Provision

*“Every child wants to be good at something and every child can be”* Professor Joan Freeman

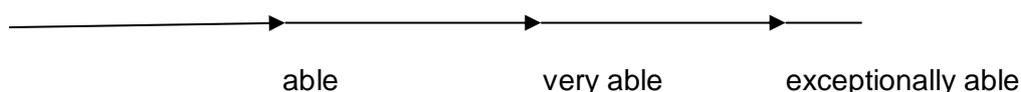
At Ashford Church of England Primary School, our vision is to provide a secure and challenging environment that stimulates the development of all pupils’ talents and abilities, ensuring that no ‘ceiling’ is put on achievement. We recognise that amongst our pupil population, we have pupils who are more able, very able and exceptionally able and that these pupils must be identified, challenged and supported in order to ensure that we are meeting their individual needs.

## Purpose

The purpose of this policy is to set out our definition of more able, very able and exceptionally able pupils. Our aim is that all staff, parents and governors will be aware of our procedures for identification of these pupils and the provision that exists for them within and beyond the curriculum.

## Definition

At Ashford, we will use the terms ‘more able’, ‘very able’ and ‘exceptionally able’ to define high ability in the school, based on the Koshy and Casey (1997) spectrum of ability line model:



**Figure 1** Koshy and Casey’s spectrum of ability line

A very rough guide to our use of these terms is given below:

<b>more able</b>	about 20% of our school population	typically surpassing national expectations in one or more core areas
<i>including</i>		
<b>very able</b>	about 5% of our school population	typically surpassing national expectations in all or most core areas
<b>exceptionally able</b>	2 – 5% of the national school population	typically working <b>well above</b> national expectations in all or most core areas

Using this terminology aims to highlight the wide spectrum of ability and be an inclusive definition. It is also easy to understand for staff, parents and the children themselves. In defining 'high ability', we recognise in our pupils' ability (gifts/talents) in:

- ✓ Academic strengths in core areas such as reading, writing and maths
- ✓ Creative and specific skills (dance, art, music, sport, etc)
- ✓ Multiple intelligences (based on the work of Howard Gardner – see Appendix 5)
- ✓ Trans-intellective strengths (eg empathy, resourcefulness, leadership)

In line with our Ashford vision, we aim for all children to 'become the best that they can be' and so we create opportunities for pupils to identify their talents and abilities and for these to flourish and grow.

### Identification

Our more able pupils are identified in different ways through the use of:

- ✓ Curriculum opportunities, eg open-ended tasks, problem solving activities, creative challenges, etc
- ✓ Identification form and individual checklist (Appendices 1 and 2)
- ✓ Formal test results, such as reading, spelling, maths tests
- ✓ Teacher nomination
- ✓ Peer/parent nomination

A 'fluid' list of more able pupils is gathered and reviewed twice a year, using the above identification criteria and related to a range of 'high ability' areas, as outlined above.

## **Procedures and Practice**

### **Within the curriculum:**

Much of the provision for the more able pupils will be in the context of their day to day classroom experience, which will:

- ✓ Be child-centred, valuing and utilising pupils' own interests and learning styles;
- ✓ Establish what pupils can already do or have already done so that we are not wasting time with repetition or duplication of learning;
- ✓ Encourage children to use a variety of ideas, stimuli and resources;
- ✓ Foster a climate of questioning, problem solving, debate and risk taking in the children's learning;
- ✓ Be flexible in the uses of pupil groupings – ability, mixed ability, partners, individual, etc
- ✓ Provide a challenging learning environment, allowing pupils to questions and access higher order thinking skills;
- ✓ Promote and celebrate creativity and original thinking;
- ✓ Encourage target setting that involves pupils in their own learning and progress.

### **Beyond the curriculum:**

Added to the above, on a school wide level, we will ensure:

- ✓ Differentiation and extension activities highlighted in teachers' planning to provide sufficient challenge and enrichment for more able pupils in their learning;
- ✓ Opportunities for more able pupils to be withdrawn for specific activities to work with other pupils of similar ability;
- ✓ Involvement of more able pupils in extra-curricular or enrichment activities that extend the boundaries of the curriculum, eg storytelling competitions, art workshops with artist, etc;
- ✓ Involvement in events and initiatives in working with children from other schools, eg 'Battle of the Books', borough sporting events, maths quiz events;
- ✓ Participation in extra curricular opportunities, through links with other schools

### **Provision for exceptionally able pupils:**

For an exceptionally able pupil, an Individual Challenge Plan (ICP) (Appendix 4) can be drawn up to set personalised targets for the child at home and at school. This plan is drawn up jointly between teacher, parent and child and reviewed twice a year. A challenge diary (Appendix 3) can also be completed by the pupil termly as part of the monitoring of their learning. For exceptionally able pupils, and where appropriate, other personalised provision may be set up in liaison with parents.

## **Roles and Responsibilities**

### **Teachers' Role:**

- ✓ Provide challenge, enrichment and support for more able pupils in their day to day teaching, ensuring a culture of high expectation and achievement for all;
- ✓ Identify and nurture the abilities and talents of pupils in their class according to our inclusive definition outlined in this policy.

### **Children's Role:**

- ✓ Work hard in all subjects to the best of their abilities;
- ✓ Aim high to develop their talents and abilities further, by getting involved and sharing their successes and skills with others

### **Parents' role:**

- ✓ Work with the school in supporting their child's achievements and encouraging their child to work hard at school and get involved in extra opportunities, such as extra-curricular clubs, school competitions, newsletter challenges, creative home learning, etc

### **Inclusion Leader's role:**

- ✓ Ensure agreed understanding amongst staff, parents and governors of the terms more able, very able and exceptionally able;
- ✓ Coordinate the gathering of information on more able pupils and ensure high quality of provision for these pupils within the curriculum and beyond the curriculum;
- ✓ Work with subject leaders in resourcing classrooms with high quality, enriching resources that support high order thinking, creativity and problem solving in a range of subjects;
- ✓ Monitor provision across the school for more able pupils through lesson observation, work scrutiny and pupil interviews.

## **Links with Other Policies**

This policy should be read alongside our Teaching and Learning policy, all subject policies and Special Educational Needs Policy.

## **Monitoring of Effectiveness**

If the implementation of this policy is successful, we will see:

- ✓ High achievement amongst our more able pupils, shown by their tests results, standard of written work and contributions to lessons;
- ✓ Evidence of the more able pupils being challenged in their learning during lessons, evidenced in planning and teaching to include extension and enrichment;

- ✓ Many curriculum events and opportunities, such as focus weeks, class assemblies, concerts and competitions taking place to involve and challenge the more able pupils;
- ✓ Subject leaders promoting achievement for children who are more able or displaying talents in their subject area;
- ✓ Parents aware of our school approach to our more able pupils and happy with their child's progress.

These aspects will be monitored by the Inclusion Leader in liaison with the leadership team and governors.

Appendix 1: Class Teachers' Identification Form



ASHFORD CE PRIMARY SCHOOL

CLASS TEACHERS' ABLE PUPILS IDENTIFICATION FORM

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

<b>MORE ABLE</b>				<b>about 20% of the school population</b>
<b>Names</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Other abilities (please state)</b> Please consider subject areas, cross curricular skills, multiple intelligences, sporting or artistic talents or personal qualities

<b>VERY ABLE (about 5% of the school population) or EXCEPTIONALLY ABLE (2-5% of the national population)</b>			
<b>Names</b>	<b>Checklist Completed</b>	<b>Parent survey completed</b>	<b>Challenge Diary</b>

## **Definitions:**

For children who are identified as **very able** or **exceptionally able**:

- ✓ teachers should fill in a separate **Identification Checklist** for each pupil, outlining the specific needs and abilities of the pupil;
- ✓ parents should be asked to fill in an **Able Pupil Parental Questionnaire**;
- ✓ pupils should be asked to fill in and discuss a **Challenge Diary** for one week every term;
- ✓ class teacher should keep a **Portfolio of Evidence** through the year, adding a few samples of exceptional work, demonstrating their ability during the year

## Appendix 2 Individual Identification Checklist



### ASHFORD CE PRIMARY SCHOOL

#### IDENTIFICATION CHECKLIST FOR VERY ABLE OR EXCEPTIONALLY ABLE PUPILS

Name of Pupil	Class
Characteristic	Tick
1. High level of ability across subjects	
2. High level of ability in reading	
3. High level of ability in writing	
4. High level of ability in maths	
5. High level of ability or talent in other curriculum area (please specify)	
6. Learns easily, quick recall	
7. Superior powers of reasoning	
8. Logical approach	
9. Processes information easily	
10. Able to memorise quickly	
11. Rapid reader	
12. Able to select and retain significant information	
13. Keen and critical powers of observation	
14. Originality of thought, inventive, unusual response and methods	
15. Superior language development, outstanding vocabulary	
16. Works independently, persistent and resourceful	
17. Creative, imaginative and inventive with flair	
18. Shows intellectual curiosity	
19. Takes the initiative	
20. High level of sensitivity and empathy	
21. Excellent sense of humour	
22. Extrovert or introvert within a group	
23. High motivation, response to a challenge	
24. Good social skills and leadership qualities	

<b>Comments and Observations:</b>		<i>1<sup>st</sup> half of year</i>
<b>Signed:</b>	<b>(class teacher)</b>	<b>Date:</b>

<b>Review Comments/ Additional Observations:</b>		<i>2<sup>nd</sup> half of year</i>
<b>Signed:</b>	<b>(class teacher)</b>	<b>Date:</b>

**Please retain a copy of this checklist for and also hand a copy to the Inclusion Leader. Note that parents can view this checklist on request.**

Appendix 3 Challenge Diary



MY LEARNING CHALLENGE DIARY

Name: \_\_\_\_\_ w/b: \_\_\_\_\_

	Lesson 1		level of challenge	Lesson 2		level of challenge
Mon						
Tues						
Wed						
Thurs						
Fri						

**Reflect on learning from this week**

When were you challenged most? When did you do your best? What helped your learning? What got in the way of your learning?

1 Didn't require much thinking 2 Interested, but quite easy 3 Bit of a challenge 4 Challenging learning 5 Really stretched my brain!

Appendix 4 Individual Challenge Plan



ASHFORD CE PRIMARY SCHOOL

INDIVIDUAL CHALLENGE PLAN

Name: \_\_\_\_\_ Year group and Class: \_\_\_\_\_

Learning Target	How will this be achieved at home and at school?	Timescale	Evaluation

Signed: \_\_\_\_\_ (pupil) \_\_\_\_\_ (parent) \_\_\_\_\_ (teacher)

**Appendix 4 Parental Questionnaire**



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**PARENTS/CARERS OF VERY ABLE OR EXCEPTIONALLY ABLE PUPILS  
QUESTIONNAIRE**

What does your child do really well?

What single achievement do you think your child is proudest of?

What do your friends most admire in your child?

What aspect of school does your child enjoy most?

What style of learning does your child most enjoy?

Is there anything your child doesn't like about school and how would he/she want to improve it?

What does your child enjoy doing at home?

Is there any other information which you would want to add about how you perceive your child's abilities and talents?

## **Appendix 5 Howard Gardner's 'Multiple Intelligence' Theory: Summary**

### **Linguistic Intelligence**

The ability to read, write and communicate with words. Authors, journalists, poets, orators and comedians are obvious examples of people with linguistic intelligence.

### **Logical-Mathematical Intelligence**

The ability to reason and calculate, to think things through in a logical, systematic manner. These are the kinds of skills highly developed in engineers, scientists, economists, accountants, detectives and members of the legal profession.

### **Visual-Spatial Intelligence**

The ability to think in pictures, visualize a future result. To imagine things in your mind's eye. Architects, sculptors, sailors, photographers and strategic planners. You use it when you have a sense of direction, when you navigate or draw.

### **Musical Intelligence**

The ability to make or compose music, to sing well, or understand and appreciate music. To keep rhythm. It's a talent obviously enjoyed by musicians, composers, and recording engineers. But most of us have a musical intelligence which can be developed. Think of how helpful it is to learn with a jingle or rhyme (e.g. "Thirty days has September...").

### **Bodily-Kinesthetic Intelligence**

The ability to use your body skilfully to solve problems, create products or present ideas and emotions. An ability obviously displayed for athletic pursuits, dancing, acting, artistically, or in building and construction. You can include surgeons in this category but many people who are physically talented—"good with their hands"—don't recognize that this form of intelligence is of equal value to the other intelligences.

### **Interpersonal (Social) Intelligence**

The ability to work effectively with others, to relate to other people, and display empathy and understanding, to notice their motivations and goals. This is a vital human intelligence displayed by good teachers, facilitators, therapists, politicians, religious leaders and sales people.

### **Intrapersonal Intelligence**

The ability for self-analysis and reflection – to be able to quietly contemplate and assess one's accomplishments, to review one's behaviour and innermost feelings, to make plans and set goals, the capacity to know oneself. Philosophers, counsellors, and many peak performers in all fields of endeavour have this form of intelligence.

### **Naturalist Intelligence**

The ability to recognize flora and fauna, to make other consequential distinctions in the natural world and to use this ability productively—for example in hunting, farming, or biological science. Farmers, botanists, conservationists, biologists, environmentalists would all display aspects of the intelligence.

### **Reference:**

Gardner, H (1983) *Frames of Mind*, Basic Books Inc

Gardner, H (1993) *Multiple Intelligences: The Theory in Practice*, Basic Books Inc