



More Able Policy

RATIONALE

This policy will ensure that Greenhill Academy is an educationally inclusive school where the teaching and learning achievements, attitudes and well-being of every pupil matter. We believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. We believe it is vital to recognise the particular needs of pupils identified as more able and make suitable provisions for these children.

PURPOSE

1. To use a broad range of qualitative and quantitative data to identify our More Able pupils.
2. To ensure that all staff receive appropriate support and training in identifying and providing for More Able pupils.
3. To provide support and challenge in the classroom, within an ethos of high expectations.
4. To build on existing systems of monitoring and evaluation to track the progress of these pupils.
5. To work with parents to help pupils set aspirational goals in order to achieve their full potential.
6. To provide a range of additional opportunities to develop the experiences of our most able.

GUIDELINES

IDENTIFICATION

Children who demonstrate a level of performance or potential considered to be More Able may be identified using a range of methods:

- Teacher assessment/observations
- Teacher identification using an awareness raising checklist of characteristics (see More Able staff guidance criteria document)
- Test/SATs performance
- Information from parents
- Information from previous teacher/school or another professional e.g. sports coach, peripatetic music teacher

Children identified will be recorded on the 'More Able' Register. This Register will be updated termly. The progress of the More Able children will be monitored at half termly Pupil Progress Meetings and used to inform provision planning.

PROVISION

At Greenhill Academy, every child has access to Quality First Teaching through which differentiation (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum which may take the form of extension (providing challenges which target the mastery element of a topic). In addition to our Quality First Teaching, all children placed on the 'More Able' Register will have their own individual challenge plan. The challenge plan is specific to that child and their identified area of talent. Each term, a new target will be set to challenge and nurture their skills. The provision and impact of the provision is recorded alongside strategies to be implemented to help support the child in achieving their target. Each term the target will be reviewed with the child and parent and then a discussion is held to set their next term's target.

CONCLUSION

More able pupils are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular methods. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them.