



MORE ABLE LEARNERS POLICY

ABSTRACT

How the school provides strategies for More Able Learners

APPROVED	Chair / Headteacher
POLICY DATE	September 2023
REVIEW	September 2025

Grange Primary School

More Able pupils policy

Grange Primary School is committed to providing an environment that encourages all pupils to maximise their potential. We will endeavour to help our pupils develop their personalities, skills and abilities intellectually and socially, and to provide teaching which makes learning challenging and enjoyable, enabling pupils to realise their potential. We believe that the development of children with the highest abilities enriches and extends the learning experiences of all pupils, including those who have special educational needs.

We need to take particular steps to serve the needs of more able children. Grange Primary School focuses on consistently high expectations and effective classroom differentiation by teachers across all subject areas. Provision for more able children will be built into all subject strategies.

Definition

At Grange Primary School all staff are committed to the educational development of our most able pupils.

A more able student is one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more curriculum areas or in any of the following:

- Physical talent
- Artistic talent
- Musical talent
- Literacy, language or numeracy
- Mechanical ingenuity
- Leadership
- High intelligence
- Creativity
- Social Skills
- Oracy or public speaking

More able pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation (may not be a high achiever)
- Of good verbal ability but poor writing skills
- Very able with short attention span
- Very able with poor social skills

- Keen to disguise their abilities
- Children with SEN (consider children on the autistic spectrum).

Our definitions of high ability are flexible and constantly under review as are our strategies for identification, support and development of more able pupils.

Identification

Our more able pupils are identified through a range of strategies:

- Identification in Early Years. Early Years practitioners monitor pupils they consider to be more able, and discuss them with SLT. However, the children are not identified on the more able register until the child is in year 1 (at the end of Autumn 2).
- Key Stage SATs
- Teacher assessment
- Parental involvement and discussion

On-going professional assessment is carried out through a range of methods:

- Discussion of pupils with colleagues, including specialist adults e.g. music teacher, drama therapist etc.
- Discussion with the pupil
- On-going assessment using open/differentiated task and other appropriate measures, in line with current school, LEA and national strategies
- Record keeping
- Collation of evidence (i.e. individual pupil's work)
- Tracking of progress

Pupils are considered to be more able in literacy or numeracy if they are 2 sub levels or above the national expectation for their age. However, class teacher's judgement is still paramount in identifying more able pupils. The end of year targets for more able pupils in literacy and maths are:

Year 1 – 2b+

Year 2 – 3b+

Year 3 – 3a+

Year 4 – 4b+

Year 5 – 5c+

Year 6 – 5a+

The more able register is reviewed annually by SLT, to ensure all more able pupils are identified. Should pupils who are identified as more able in literacy or numeracy fall below the expected 2 or more sub levels difference they will be monitored for a year. If after a year they still have not maintained the 2 sub levels difference, they will be removed from the more able register.

Strategies

All Grange staff have a shared responsibility to create a stimulating environment for more able pupils. The school ethos supports, encourages and celebrates a high level of achievement for pupils of higher ability.

Opportunities for extension and enrichment are built into all our schemes of work. We aim to:

- Create an ethos where achieving at a high level is acceptable and encouraged
- Encourage all pupils to become ‘independent learners’
- Be aware of the effects of ethnicity, multilingualism, gender and social circumstances on learning and high achievement. We underpin all our practice with our policies on equal opportunities and inclusion.

Use a variety of whole school strategies including:

1. Enrichment and special activities
2. Pupils working with more able pupils from other schools
3. Withdrawal across year groups or special classes
4. Provision for the exceptionally able e.g. mentoring
5. Giving pupils opportunities to serve on school bodies
6. Recognising achievements
7. Encouraging more able pupils to help and support other pupils (e.g. paired reading)
8. Extra curricular clubs to develop skills of more able pupils

In the classroom

We understand the importance of establishing what prior knowledge, understanding and skills pupils have so as to avoid unnecessary repetition of work which is extremely demotivating. All more able pupils are discussed with the next class teacher during transition meetings in the summer term. This includes detailing what subject area the pupil is more able in, and effective strategies to ensure they achieve to their fullest potential.

We are aware that, especially in the older classes, there may be peer pressure to under-achieve. We endeavour to combat this attitude whilst being sensitive to the need of many pupils to conform.

We are alert for the ‘bright but lazy’ pupil who could achieve excellent results if motivated and challenged. For all pupils lack of motivation and challenge leads to boredom and can lead to behaviour problems.

We are aware that some children who have special educational needs may also be identified as being more able.

Finally, we are aware of the danger of assuming that more able pupils are easier to teach than others are.

The following strategies are employed where appropriate:

- Varied and flexible pupil groupings; sometimes allowing able pupils to work together, sometimes allowing them to take particular roles in mixed-ability groups
- Differentiation by task (included differentiated homework)
- Differentiation by outcome
- Setting individual targets
- Open ended tasks
- Relating ideas to their own or to external experiences
- Accessing appropriate sources of information
- Using a higher level of language (especially in one to one teaching or marking)
- Competitions which promote achievement
- Visiting speakers
- Skipping stages which aren’t needed/doing less practice
- Making presentations to group
- Problem solving
- Representing information diagrammatically or pictorially
- Providing questions to given answers
- Producing magazines or newsletters
- Making videos or radio programmes
- Conjecture (asking questions which begin ‘What if’)
- Making predictions or speculating

And most importantly

- Encouraging all pupils to become ‘independent learners’
 - Organising their own work
 - Carrying out unaided tasks which stretch their capabilities
 - Making choices about their work
 - Developing the ability to evaluate their work and so become self critical

- Setting demanding targets for the work of more able pupils and urging them to constantly raise their own expectations of themselves in all curriculum areas

Out of the classroom

We aim to provide

- A wide range of co-curricular activities and opportunities
- Enrichment events and local and residential visits
- The use of outside agencies for training and provision
- Appropriate pastoral support
- Opportunities for involvement with LEA and DFE initiatives and projects
- Avenues for participation in the local community and its activities

MONITORING THE EFFECTIVENESS OF THIS POLICY

This policy and its effectiveness will be reviewed regularly by the senior leadership team, and the governors.

