

More Able Policy

Rationale

At Lindfield Primary Academy we strive to provide the very best education for pupils of all abilities. With this in mind, we have designed a broad and balanced curriculum which enables all children to achieve to the highest end of their potential. We recognise that a huge number of the children in our academy have subjects or areas where they are either performing, or have the potential to perform, at a higher level than the majority of their peers. The purpose of this policy is to inform all stakeholders of the identification, provision and monitoring of pupils the Academy identifies as **more able**.

Our definition of **more able** is ANY pupil who is achieving, or has the capacity to achieve, at a greater depth than the majority of their peers in one or more curriculum area. In amongst this group there may be children who are performing at a significantly higher level relative to their age expectation and peers – at Lindfield Primary Academy we identify these pupils as the **most able**. As we aim to have the widest possible view of ability, we also include children who show particular skills and talents in our Academy Values - such as teamwork, perseverance and respect - in the category of more able where applicable.

Aims

Our aims are to:

- Provide an enriched, broad and balanced curriculum to engage and inspire all learners.
- Identify pupils who are striving to work at a greater depth in one or more curriculum or school value area.
- Provide opportunities for mastery level learning through Quality First Teaching in the classroom.
- Set challenging but attainable targets for all children, including those identified as more able.
- Provide enrichment activities outside of the classroom utilising secondary, college and university links for all pupils, including directing resources to those identified as more able where appropriate.
- Celebrate a vast range of achievement and attainment by all pupils in the Academy.

Identification

All staff at our Academy play an active role in identifying pupils who are more able, or have the potential to be more able, in one or more curriculum area. The Academy uses a range of strategies to help identify these children and the process is always an ongoing one, beginning from the moment a child joins our school.

Strategies used to identify more and most able pupils in our Academy include:

- Initial baseline assessments of all pupils' strengths and interests in EYFS.

- Discussions with parents/carers about particular or perceived strengths.
- Giving all pupils opportunities to identify their own areas of strength and expertise.
- Use of formative assessment across all subjects to spot aspects or subjects in which pupils show a greater depth and understanding.
- Use of summative assessment, including national test data, to identify pupils achieving above the level of the majority of their peers in core academic subjects.

At Lindfield Primary Academy we understand that, for a number of reasons, some children have not yet reached their true potential of being recognised as 'more able'. Through regular discussion between staff, monitoring of progress data, challenging activities and careful observation of pupils, the Academy strives to ensure no child is left to 'coast' as a middle achiever.

It is our firm belief within the Academy that all children, no matter of background, must have the opportunity to achieve their true potential. For pupils classified as 'disadvantaged', direct funding is provided to give additional experiences and opportunities so that these children have the maximum possible chance to attain highly. The More Able Lead maintains close contact with other staff members to identify and provide for such pupils who need a little extra support to reach their 'more able' potential. *(For more information on the Academy's provision for disadvantaged pupils, please refer to the Pupil Premium section on our website.)*

Provision

In our Academy, the provision of activities, challenges and opportunities for more able pupils takes the form as either extension (within the classroom) or enrichment (outside of the usually taught curriculum). As with all children, the majority of the day-to-day provision for more able pupils comes from Quality First Teaching within the classroom. This approach includes elements such as: differentiated tasks designed to stretch and challenge; activities that require a range of learning styles; the setting of individual and group objectives/targets; development of mastery learning; open-ended questions and investigations.

Alongside Quality First Teaching, other provisions for our children, including our more able pupils, include:

- Groupings of children across a year are sometimes utilized to provide more challenging activities and tasks for specific pupils.
- Provision of educational visits and trips to stimulate and inspire all children in various curriculum areas.
- A wide range of extra-curricular activities and clubs give all pupils opportunities to excel and develop in sports, music, arts and more.
- Representation of the Academy in inter-school competitions and events.
- Roles of responsibility within the Academy, e.g. Sport Leaders.
- Enrichment sessions run by specialist Secondary, College or University staff.
- Proposed enrichment afternoon allowing all pupils access to activities in their chosen area.

Monitoring and Reviewing

In order to ensure all children, including more able pupils, are adequately challenged and supported, we use a range of monitoring and reviewing techniques, including:

- Class teachers record and discuss pupil progress and attainment with senior staff in Pupil Progress Meetings.
- Teachers and Parents discuss progress in Parent Consultation meetings.
- Teachers refer to progress of all children, including more able pupils, in interim and end of year reports.
- More Able Lead coordinates provision and practice for all the identified more able pupils (and those with the potential to be more able), discussing and monitoring progress with staff throughout the year.
- More Able Lead supports staff with suggestions and training in order to provide effective provision for identified children.
- More Able Lead liaises with subject leaders and outside providers (e.g. specialist Secondary colleagues) when organising enrichment opportunities for all pupils.
- More Able Lead reports to senior leaders and Local Board representatives on a regular basis.

Equality Impact Assessment:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

NG March 2022