



Glen Hills Primary School

More and Very Able Policy

GENERAL RATIONALE

- Our school is committed to giving all pupils the opportunity to fulfil their potential both academically and socially. We also encourage all pupils to take a pride in and celebrate both their own successes and those of others.
- We recognise that we have responsibility to enable all our pupils to achieve their best.
- All pupils have an inclusive right to a broad and balanced curriculum.
- When operating the policy we will take into account the circumstances and needs of all individuals in the school.
- At Glen Hills we acknowledge that there will be local and national priorities for More and Very Able pupils and we will do all we can to respond to these.

DEFINITION

- We describe as **MORE ABLE** those pupils who have a strong strength or talent in at least one area.

Given this wide definition the size of the target population is likely to be around the top 10% of the pupil population in the L..A. This includes pupils with a strength in one area, many areas or all areas. The description for this group is 'more able pupils'.

- The **VERY ABLE** are those who appear **outstanding** in at least one area.

In addition, a further focus is the top 2%. These are pupils who are outstanding in one area, many areas or across the board. It is likely that schools will need to make extra or different provision for some of these pupils at some time.

The description of this group is 'very able pupils'.

The definition recognises breadth and quality. It goes way beyond the narrow implications of IQ. It acknowledges all abilities and talents and, translated into practice, would include not only National Curriculum subjects but also activities such as ballet, chess and archaeology and personal qualities such as leadership.

The L.A.'s definition of ability includes five separate components that it regards as essential for optimum educational success. These are:-

- Innate Ability,
- Hard work.
- Opportunity,
- Support,
- Motivation,

The L..A. in accordance with the 1996 Act and Code of Practice does not consider that high ability, per se, constitutes a Special Educational Need. However More or Very Able Pupils may have Special Educational needs, for example, specific learning difficulties, which do fall within this definition.

AIMS

The L.A.'s aim is to support schools so that they:

- Devise and use, systematically, a range of identification and assessment procedures for more able pupils;
- Devise strategies for provision which include both organisational and curricular strategies as part of a differentiated, extended and enriched experience;
- Raise the levels of achievement of all more/very able pupils and thus, all pupils
- Recognise and address under-achievement,,
- Meet the particular social and emotional needs associated with some more able pupils;
- Acknowledge and promote parental involvement in the learning of their more able children;
- Develop a range of exemplars of good practice that can be provided for all schools.

Building on the above, Glen Hills School also aims to provide: -

- Entitlement to appropriate differentiated education
- Work at high cognitive levels if appropriate
- Opportunities to develop specific skills and talents where appropriate.

- A concern for the whole child in respect of their social, spiritual, emotional, physical and intellectual development.

GENERAL OVERALL APPROACH

At Glen Hills we intend to: -

- Have a school ethos that promotes achievement and protects the achievers.
- Provide a stimulating learning environment.
- Pay close attention to the needs of the individual pupil through differentiation of tasks and extension work.
- Maintain careful monitoring of individual progress.
- Maintain high expectations of what pupils can achieve.
- Pay close attention to appropriate choice of resources.
- Encourage pupils to think for themselves, to ask questions, to take some responsibility for their own learning and to contribute ideas.
- Make provision in mainstream classes using some setting (eg. in numeracy for some year groups) in order to vary pace, teaching style and classroom organisation.
- Use withdrawal where appropriate.
- Use target setting as a means of extending pupils talents.
- Develop and maintain positive communications with parents/carers.

IDENTIFICATION AND MONITORING SCHEMES

Assessment material generally used to highlight more and very able children include : -

- Vernon Spelling Test
- SATs
- Teacher assessment
- SENCo analysis of monitoring data.

ORGANISATIONAL RESPONSE

Where appropriate, we provide: -

- Setting up of a register of more and very able pupils (beginning in year 1) which is monitored and continually updated throughout the academic year.
- Setting and withdrawal arrangements.
- Mentoring /pastoral care/target setting by class teacher in collaboration with the SENCo.
- Opportunities for independent study.
- Various forms of differentiation, pace, outcomes, support, dialogue, tasks and resources.

AWARENESS OF DEVELOPMENTS WITH MORE AND VERY ABLED PROVISION

- Appropriate INSET courses for staff (eg working with L.A. representatives in the More and Very Abled area).
- Advice and monitoring from the More and Very Abled coordinator

IN-CLASS APPROACH

WE PROVIDE: -

- A challenging and supportive environment.
- Question and answer sessions, which promote higher order thinking skills.
- A wide range of opportunities.
- Assessment of suitable starting points for the individual child.
- Opportunities to be creative and use the imagination.
- Ways of moving on when a skill or concept has been mastered, enriching and extending learning.
- Tasks which allow a variety of responses.
- Pace and rigor.
- Suitable groupings to offer a full range of opportunities to the more able child.
- Differentiated homework
- Presentation opportunities.

OUT-OF-CLASS ACTIVITIES.

At Glen Hills we make use of the following: -

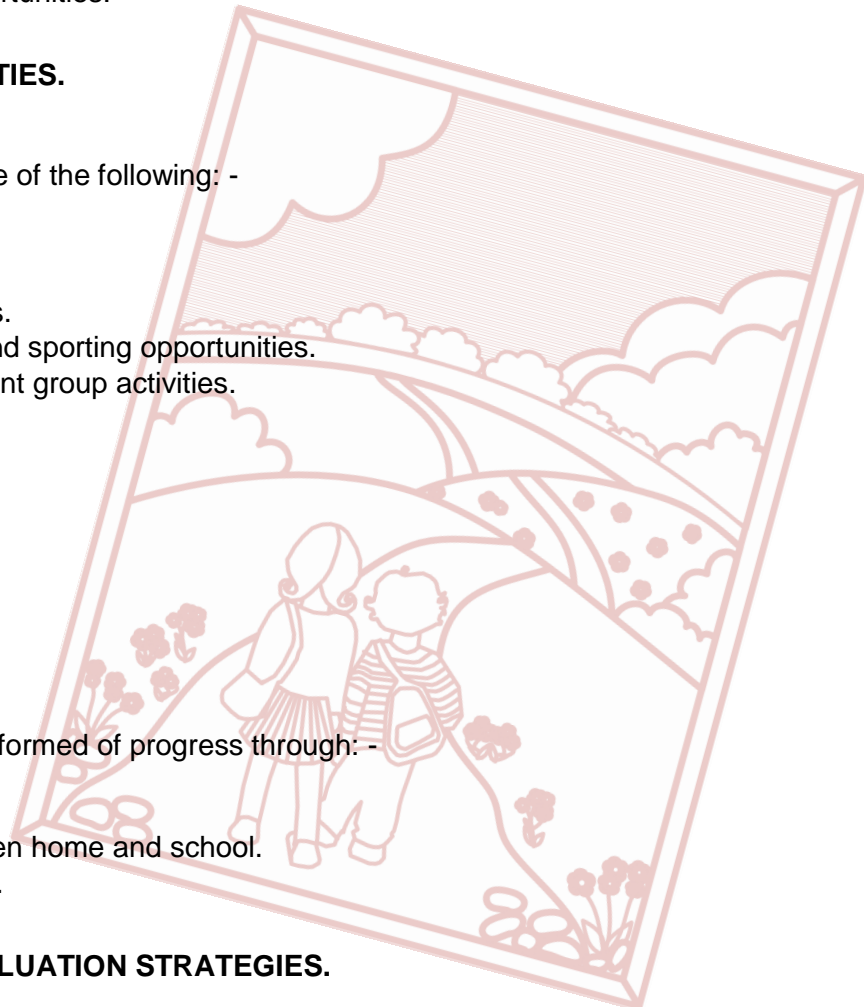
- School Clubs
- Subject specialists.
- Musical, artistic and sporting opportunities.
- Family/development group activities.
- Enrichment days.
- Residential visits.

PARENTAL LINKS

Parents should be kept informed of progress through: -

- Close links between home and school.
- Informal meetings.

MONITORING AND EVALUATION STRATEGIES.



- Self assessment/peer assessment
- Assessment tests (results are scrutinised as a monitoring and target setting exercise)
- Informal tests.
- Observation in Class



Policy	MVA
Reviewing Committee	Curriculum Committee
Last Reviewed	2016