



## Wootton-by-Woodstock CE Primary School

Policy Agreed: Jan 2019  
Person Responsible: Sarah Brown  
To be reviewed: Jan 2021

**Policy for More Able  
Children  
2019**

### DEFINITION

**More able:** A 'more able' child is one who demonstrates a significantly higher level of ability than most pupils of the same age, in one or more curricular areas or in the areas of physical talent, artistic talent, mechanical ability, leadership, motivation, high intelligence, creativity. **(Eric Olgilvie, 1973)**

**More able children:** We use the general term 'more able' to refer to pupils with the potential to achieve at a greater depth within the end of year expectations in any subject or subjects, i.e. 'more able' pupils are those who have ability or abilities beyond the majority of children in the school and who consequently require more challenging learning. They are most frequently our 'higher prior attainers'. We must also be ready to include those who may be underachieving but have the potential to attain higher levels, and those whose skills and knowledge may extend beyond national measures of progress and attainment.

### PRINCIPLES

- Defining ability is complex and evolving
- High ability includes all domains of human achievement
- Many children are capable of high achievement given the right opportunities There should be no ceiling on how many children in a school are defined as highly able

Every school should and can provide opportunities for their highly able to flourish and achieve. Children of high ability may demonstrate all or some of the following:

- Is able to master the rules of a domain easily and transfer their insights to new problems
- Has an excellent memory and can make connections between past and present learning
- Works at a level beyond that expected for their age group
- Learns quickly, absorbing and using new skills and content
- Produces original and creative responses to common problems
- Reasons well, seeing different possible responses
- Shows curiosity, ask questions and enjoys engaging in debate or discussion

### AIMS

Our aims for more able children are the same as for all other children. That is to:

- Be committed to working for equal opportunity and high quality.
- To provide learning that is suitably challenging, enjoyable and enables children to realise their own potential.
- To help pupils develop their skills and concepts personally, socially, intellectually and spiritually.
- Reference should be made to the Teaching and Learning policy.



## **IDENTIFICATION**

More able children will be identified by:

- Teacher assessment
- Record keeping on target tracker
- Discussion with colleagues
- Child observation using the checklist of characteristics of High Potential Learners
- Consultation with parents/guardians
- Testing as and when appropriate

## **MONITORING**

The progress of more able pupils will be monitored regularly through staff meetings, PSCC governor meetings, discussions and parent consultations. The More Able coordinator will be responsible for overseeing this and updating on an annual basis a register of children displaying general overall ability or specific talents.

## **STRATEGIES**

- We work towards a school ethos which says “It’s great to be clever.” and that “We are a learning community.” where everyone is continually curious, challenged and exploring together.
- We plan with the most able pupils in mind, and scaffold for those who need it.
- We are not complacent about attainment but we encourage all pupils to ‘give a little bit more’ by using next steps marking and targeted questioning to challenge and extend.
- We will not accept ‘less than their best’ and we provide clear expectations all children to challenge themselves.
- We challenge pupils with open-ended tasks designed to extend and broaden learning.
- We use exemplar work to show children ‘What a good one looks like’ and give the appropriate tools and support to help them achieve to this level. This may include plenary/mid-plenary sessions to intervene at the point of learning.
- We use flexible or varied groupings in which able children may take on a specified role such as peer tutoring.
- We use differentiated tasks to provide appropriate levels of challenge.
- We expect differentiated outcomes in open-ended tasks (and set clear expectations/targets for this).
- We set individual targets for outcomes and attainment.
- We encourage children to be independent learners; to organise their own resources and materials, their own learning and make choices about their work.
- Where possible, we use additional adult presence for support and challenge for groups and individuals.

## **RECOGNISING ACHIEVEMENT**

We recognise pupils’ achievements through celebration and praise. This is done through a range of whole school reward systems, sharing assemblies, school newsletters and the school website. We aim to create an atmosphere in the school where all pupils’ best efforts are expected and applauded.

## **CONTINUING PROFESSIONAL DEVELOPMENT**

Adults are encouraged to take up opportunities to attend INSET and take part in other relevant projects that allow professional development to take place.



## **EQUALITY**

All teaching and learning opportunities are available to all irrespective of religion or belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background.