

PINNER WOOD SCHOOL



MORE ABLE POLICY

Approval Authority

Effective From: September 2024

Date Ratified by GB:

Next Review Date: September 2026

Signed by Chair of GB:

Our aim at Pinner Wood is for all of our children to have an outstanding journey through primary school; that your child flourishes in every way and that your family enjoys the learning journey. The needs of the More Able pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. We are committed to developing pupil's social and emotional skills as essential elements in the development of the whole person.

We use the term 'More Able' to refer to pupils who demonstrate or have the potential to work at a level above their peers. This may be in one or more areas.

Specifically, 'Able' pupils are those who have ability in academic subjects e.g. mathematics. Many pupils will have ability in the areas of music, art or sport. There will also be pupils who demonstrate exceptional ability in one or more areas, and represent 0.5% of the national population.

We also seek to identify pupils who are not fulfilling their full potential.

1. **Intellectual** – Literacy, Mathematics, Science
2. **Artistic, creative and practical** – Art, DT, Music and Drama
3. **Physical** – Sport, P.E., Dance
4. **Social** – Personal and Interpersonal, Leadership Qualities
5. A pupil who could be recognised as more able but who is presently not reaching his or her full potential.

Identification

We use consistent strategies to identify the More Able children in our school. These consist of:

- Teacher observation and assessment
- Test and assessment results (e.g. Foundation Profile, KS2 SATs)
- Discussion with pupils/self and peer group indemnification
- Discussion with other staff
- Information received from previous class teachers or other schools
- Feedback from
- Information from parents and carers.

We recognise that More Able pupils may:

- Be high achievers, 'greater depth' in one area but 'expected' in others
- Need some support with social skills
- Need additional motivation
- Disguise their ability
- Need to develop their coordination or motor skills (e.g. handwriting)
- Have English as an additional language
- Have been identified as SEN
- Need support with their behaviour

Provision and Planning

We offer an enriched and differentiated curriculum for all children. To assist the children in furthering/fulfilling their potential, we:

- Have appropriate and flexible groupings within the class.
- Challenge Groups exist in Mathematics for Year 5 and 6 and targeted group work in Year 1 and 2
- Setting takes place in Phonics in RWI from Reception to Year 2, to include 'Off programme' work in Year 2 when the phonics programme has been completed
- Children in Nursery are able to access RWI lessons from Autumn term as needed
- Regular use of enquiry based/problem solving activities that are as open ended allow for maximum differentiation by outcome and a variety of extension and enrichment activities.
- The use of the National Curriculum, including investigations which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate.
- Extra provision outside the classroom where possible, such as a variety of clubs and activities. Also opportunities are provided for the children to take part in inter school competitions and musical events.
- Activities with our cluster schools which aim to further develop the interest and experience of More Able children in particular areas of the curriculum.
- Staff and Governors are encouraged to participate in courses and events, and in school INSET is provided to raise the profile and move the school forward in its provision for More Able pupils.
- Classroom provision is monitored through planning, schemes of work, samples of work and observations where appropriate.