



More Able Policy

for Hertsmere Jewish Primary School

Reviewed by: Mrs R Alak-Levi

Reviewed on: September 2018

Date of Next Review: September 2019

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on September 2018.

It is due for review on September 2019.

Signature  Headteacher Date September 2018

Signature  Chair of Governors Date September 2018

At Hertsmere Jewish Primary School we foster a learning community in which knowledge is valued and talents are recognised, respected and celebrated. Academic achievement and the building of a child's confidence are a source of pride for pupils, parents and the wider community. We aim to establish a school ethos in which all marked abilities can flourish and where achievement and success in all areas of a child's development are valued.

We believe in treating all pupils as individuals and so catering for their individual needs. All pupils have an entitlement to broad, balanced curriculum. Provision for pupils is not separate from the other activities of the school, but an integral part of it.

What does 'More Able' mean?

The more able children are the top 5-10% of children for attainment in all curriculum areas.

Identification

The identification of more able pupils is a process in which all teaching staff have a part, but it is overseen and co-ordinated by the Inclusion Leader.

The identification systems will use a variety of sources including tests (Herts Baseline, CATs, SATs, and end of year tests), teacher assessment through opinion and evidence from pupil work or performance. This process will be ongoing, so allowing recognition at any point in a child's development, and will be working documents, which actively influence provision in classrooms. Opinions of parents who have a thorough knowledge of their children and other adults with whom the child might have a close relationship will be sought.

Underachieving and late developers are identified through the comparison and analysis of pupil achievement data and data from Cognitive Abilities Testing.

Monitoring of Progress

Each pupil is further monitored, by his or her class teacher who sets regular targets and monitors the achievement of those targets. Pupils are formally tested at least once a year.

We believe that one of the most effective strategies for helping more able pupils to reach their full potential is ensuring that they develop as rounded persons, and so their progress in social and interpersonal skills is monitored as well as their progress within curriculum subjects.

Provision

We believe that provision for the more able child should not be made at the expense of other pupils. More able children have additional educational needs and have as much right to provision as any other child. In our school, children should have the opportunity to:

- Have a secure environment in which they feel happy to display ability and take risks.
- Have a teacher who expects excellence and not just competence.
- Experience challenge; sometimes to the point of finding work difficult.
- Relax and have fun.
- Engage in exciting intellectual discussion and debate.
- Have access to learning opportunities that recognise a range of learning styles.
- Be given praise and set appropriate targets.
- Know that they can ask searching questions and be given a considered response.
- Know that 'having a go' is more important than getting it right.
- Be recognised as an individual with strengths and weaknesses.

There are three basic ways of meeting the needs of the more able child, *acceleration, enrichment and extension*. *Acceleration* consists of enabling a pupil to access work, which would typically be for older pupils. This can occur through moving the pupil up a year group or through simply giving them work that would more typically be given to older pupils. *Enrichment* consists of broadening a pupil's education. *Enrichment* can consist of enabling a pupil to study aspects of a topic that there would not normally be time to study, or it can consist of adding extra subjects to the curriculum. *Extension* occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

At Hertsmere Jewish Primary School we focus upon *enrichment* and *extension* as the two basic strategies for meeting the needs of gifted and talented pupils. *Acceleration* is used only when there is a demonstrable reason for thinking that *enrichment* and *extension* are not meeting the needs of a pupil.

We *enrich* the curriculum for more able pupils in different ways:

- Schemes of work indicate where additional resources and materials can be used to broaden gifted and talented pupils' appreciation of a topic.
- Pupils will be invited to participate in appropriate inter-school master classes and challenge days.
- Learning is also enriched through regular homework activities. This offers a further opportunity to set work at the level of individual children.
- The children also have the opportunities to experience a range of educational visits that further enrich and develop learning.

We *extend* more able pupils by:

- Schemes of work indicate appropriate resources and materials that can be used in suitable topics to develop the thinking skills of more able pupils.
- More able pupils will be challenged through the use of greater degrees of independent and self - directed learning.

We *accelerate* more able pupils by:

- Moving a pupil to work with older pupils or when the work of older children is taken and used in a class of younger pupils.

It should be noted that this only occurs in rare circumstances.

Management Strategies

The Inclusion Leader, together with the subject co-ordinators and the Senior Management Team, will track the provision and practice within the school for gifted and talented children through: -

- Looking at teachers' plans to ensure suitable tasks and activities are being planned for gifted and talented children across all curriculum areas.
- Tracking the progress of gifted and talented children through regular discussion with teachers and test data analysis.
- Supporting staff in identification of gifted and talented children and providing advice and support to staff on teaching and learning strategies.
- Carrying out regular classroom observations of teaching and learning.
- Regularly sampling children's work.
- Creating a portfolio of outstanding work.
- Liaison with the Headteacher.

Role of Parents

Partnership between schools and parents is central to the all round development of our most able pupils.

It is our school's responsibility to:

- Give the parents clear information about their child's abilities in school
- Draw parents into the identification process
- Inform parents of any action taken to meet their child's specific needs
- Listen carefully and take appropriate action where parents do not think their child's needs are being met

Parents should recognise that they can support their able child by:

- Telling the school about their child's talents and abilities beyond the classroom.
- Providing a suitable environment in which their child can study and encouraging good study habits.
- Seeking advice from the school, LEA or voluntary organisations when their child is experiencing difficulties.
- Encouraging their child to take part in worthwhile and varied out of school activities and experiences.
- Being aware that their child will need a variety of skills and experiences in order to fulfil his/her potential.

Role of the Governors

It is the role of the governing body to:

- ensure that this policy can be made to work.
- enable equality of opportunity for gifted and talented pupils.
- enable the sharing of expertise and the good practice in the teaching and management of gifted and talented pupils.
- ensure fair distribution of resources.
- make sure that all relevant policies and documents refer to gifted and talented pupils.
- Our link governor is Mr Blakeley.

Whole School Issues

More able issues are included in staff meetings at least once a term, and the Inclusion Leader is encouraged to attend relevant INSET.

This policy document is reviewed annually by the Headteacher, in consultation with the Inclusion Leader.