

More Able Pupil Policy



Little Lambs

NURSERY



SUTTON VALENCE PREPARATORY SCHOOL

This Policy applies to Sutton Valence School (including, as the context requires, the Little Lambs Nursery, the Pre-Preparatory School, Preparatory School and Senior School).

Introduction

At Sutton Valence Preparatory School our policies are regularly reviewed. This reflects current practice within School and all related government guidance and statutory requirements.

‘Every child wants to be good at something, and every child can be.’

Professor Joan Freeman, Patron of NACE, *How to Raise a Bright Child*

‘Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.’

Professor Deborah Eyre, 2009.

Recently, there has been a move away from the term ‘gifted and talented’, with the idea that there is more ‘room at the top’ and we need to raise aspirations for those with potential to become the highest attainers. The report *Educating the Highly Able*, produced by the Sutton Trust in July 2012, recommends “the confusing and catch-all construct ‘gifted and talented’ be abandoned” and suggests the focus should be on those capable of excellence in school subjects, which the report terms ‘highly able’. Potential Plus (formerly National Association for Gifted Children) refers to the phrase ‘high learning potential’. The DfE now uses the term ‘academically more able pupils’ (as of Spring 2012). Regardless of the terminology, it is our duty to assess our pupils thoroughly, know them as individuals and support them to achieve to the very best of their abilities.

1. Rationale

We aim to help all our pupils develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially. We endeavour to provide teaching which makes learning challenging, engaging and exciting and which enables pupils to reach their potential. This policy is a statement of the entitlement of children who are more able and of the ways that entitlement is met.

2. Definitions and Descriptions

Pupils on Sutton Valence Preparatory School’s more able register will be (at the time of being placed on the register) at least working above the level expected for their age in the subject/s they are recognized as being ‘more able’ in *or* will have demonstrated high potential in one or more subject. We recognise that being ‘more able’ is a fluid position and can change.

More able pupils can have or be:

- good ‘all-rounders’;
- high ability in one area only;
- of high ability but with low motivation;
- of good oral ability but have poor writing skills;
- very able with a short attention span;
- very able with limited interpersonal skills;
- keen to disguise their abilities;
- SEN;
- behavioural difficulties.

3. Aims

- To foster an achievement culture throughout the School which celebrates both effort and achievement in a wide range of areas;
- To identify children achieving at a level beyond their peers and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness;
- To identify children with the potential to perform at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness;
- To provide an appropriately challenging curriculum for more able and potentially more able children through extension within the curriculum and through enrichment or study support beyond it;
- To support and make more effective the transition of more able children to secondary school.

4. Identification

Identification will be an ongoing process of making judgements based on an analysis of various sources of information, including:

- test scores;
- teacher nomination (based on classroom observation, discussions with pupils, work scrutiny, APP);
- peer- or self-nomination;
- predicted test/examination results;
- reading/spelling ages;
- performance in lessons and in front of an audience (e.g. in assembly, on Sports Day);
- participation in enrichment activities;
- discussion with parents;
- collation of evidence (pupils' work);
- EYFS teacher observations;
- ongoing assessment using open/differentiated tasks (identification through provision).

The identification process will be alert to the difference between ability and achievement, taking care to include underachieving able children in the cohorts. It will also be alert to the necessity of including children at the early stages of English language fluency. We will compile and maintain a register of our more able pupils. The information is collated by the Academic Deputy Head and is regularly reviewed by the Heads of Departments and the register updated (termly).

5. Provision

5.1. Within the classroom

Important strategies include:

- varied and flexible grouping within a class;
- provision of opportunities for more able pupils to work with pupils of similar ability, which will mean that it is sometimes appropriate for pupils to work with older pupils;
- mentoring and additional provision for pupils of exceptional ability;
- the provision of enrichment and or extension activities and tasks;
- differentiation within subject areas;
- setting clear and challenging targets;

- asking higher-order questions which encourage investigation and enquiry;
- teaching thinking skills in a subject context, e.g. problem-solving, decision-making;
- facilitation of independent learning by allowing pupils to organise their own work in their own way, to carry out tasks unaided using their own strategies, to evaluate their work and become self-critical.

5.2 Out-of-class Provision

Enrichment opportunities out of class will include the following:

- enrichment days;
- School clubs;
- workshops within School, e.g. Drama, P.E.;
- visits, experts, master classes;
- competitions;
- themed days or weeks (e.g. international week);
- opportunities for children to become ‘experts’ and teach others their skills (e.g. storytelling for younger children);
- residential experiences (in the Prep Dept)

6. Responsibilities

The Head Teacher will be responsible for:

- overall policy setting;
- the depth and breadth of the curriculum;
- whole-School assessment and monitoring systems;
- leading and or facilitating staff in their provision for the more able.

The Academic Deputy Head will be responsible for:

- monitoring the implementation of the agreed policy;
- compiling and maintaining an up-to-date register of more able pupils;
- coordinating provision for children on the register;
- developing expertise in this area through suggesting appropriate in-service courses for colleagues (INSET);
- sharing expertise with other staff and directing them to appropriate INSET;
- supporting and monitoring curriculum planning which ensures differentiated provision;
- ensuring the transfer of relevant information on the cohort to secondary schools;

The Heads of Departments will be responsible for:

- advising others of suitable strategies for extending the most able in their subject;
- identifying the more able and collating evidence for the more able register;
- updating the more able register on a termly basis;
- purchasing and disseminating appropriate resources;
- assisting colleagues with differentiated planning;
- collecting examples of exceptional work;
- monitoring provision for the more able in their subject.

The class or subject teacher will be responsible for:

- identifying the more able in their class;

- setting appropriate targets for the more able in their class;
- ensuring appropriate provision through differentiated planning;
- using appropriate resources to challenge the more able;
- monitoring the performance of the more able.

Priorities for Development 2021- 2022

The priorities for the development of the teaching and learning of more able pupils will be established using advice from The Department for Education and the National Association for Able Children in Education (NACE). Priorities at SVPS for 2021-2022 include providing marking to inform next steps to provide challenge and the use of HOTS (Higher Order Thinking Skills questioning) within each subject.

This policy and its effectiveness will be reviewed annually by the Head Teacher and the Academic Deputy Head against the aims set out above and against whole-School targets and the School Development Plan.

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