



# **Reigate Parish Church School**

## **More Able Policy**

Reviewed : Spring 2015

Approved at Children, Standards and Learning Committee : Spring 2015

Next Review Date: Spring 2018

## **Reigate Parish Church School More Able Policy**

Reigate Parish Church School is a 180 place school for children from 4 to 7 years old. The school has six class bases organised as mixed ability, parallel classes across three year groups.

The school has a distinctive Christian ethos which is at the heart of the school and provides an inclusive, caring and supportive environment where children, of any faith or no faith, learn to flourish in a setting shaped by Christian values. We welcome applications from all members of the community and expect all parents to respect the Christian ethos of the school and its importance to our community.

Our vision is of children at the heart of an inclusive school where our Christian faith and Christian values support life-long learning through challenge and excitement.

Our Christian values include -

- Friendship
- Love
- Trust
- Being Creative
- Forgiveness
- Peace
- Hope
- Humility
- Reverence
- Thankfulness

We aim to be a school community where -

- Every child grows in self-esteem, confidence and independence.
- Children are given opportunities to develop socially, academically, emotionally, morally, spiritually and culturally.
- We work closely with parents to support their child's learning and development.
- We work with and in the local and extended community to develop the children's awareness of the world in which they live.

### **Aims of the More Able Policy**

Our school vision and aims state that we are “an inclusive school where our Christian faith and Christian values support life-long learning through challenge and excitement” and “children are given opportunities to develop socially, academically, emotionally, morally, spiritually and culturally.”

In light of these statements it is clear that we are committed to providing an environment which encourages all children to maximise their potential and this includes our more able children.

### **Definition**

To be regarded as more able is to demonstrate a significantly higher level of ability than most children at Reigate Parish Church School of the same age in one or more curriculum areas or in any of the following:

- Physical talent
- Artistic and creative talent
- High intelligence

- Academic talent

It is worth remembering that more able children can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability with poor writing skills
- Very able with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

## Identification

We employ a number of methods of identification of the more able child:

- Teacher nomination

Teachers are best placed to identify the more able children as they have a range of skills which enable them to do this (research shows teachers are about 83% reliable in their judgements). Judgements will be based on analysis of information from pre-school groups, previous teachers, interaction with children, parents and professionals, on-going assessment, careful record keeping, collation of evidence and a range of formal and informal tests (e.g. Foundation Stage Profile, reading and comprehension tests).

- Tests and assessments

Tests are only part of the picture as they test for particular abilities. However, both summative and diagnostic, general and subject specific can be used to support other methods of identification.

- Other professionals

To confirm identification another agency may be involved and will then be consulted as to supporting the child's' needs.

- Parental nomination

The opinion of parents about their children is highly valued and will be taken into consideration but will also not be the sole method of identification. Parents may consider that their child is displaying exceptional ability, however school might see that ability as being similar to many other children.

- Awareness

Although not a formal method of identification, awareness is a useful one. The more we consider ability and look for outstanding ability, in a variety of areas, the more children we will identify.

- Provision

By building challenge into our provision across the whole curriculum more able children are likely to be identified.

- SENDCO

The SENDCO has important role in the identification and supporting the provision for more able children.

## Strategies

At a **whole school level**, opportunities for extension and enrichment are built into all aspects of our school provision.

We aim to:

- Encourage all children to become independent learners
- Be aware of the effects of culture, bilingualism, gender and social circumstances on learning and high achievements
- Hold high expectations
- Use a variety of whole school strategies including:
  - Recognise achievement (teacher praise, certificates of achievements etc)
  - Recognition of more able children within our additional needs provision
  - Identifying more able pupils in each class
  - Identifying characteristics within subject areas, which might indicate more able abilities.
- Access opportunities provided by the County for the more able pupils
- Use subject leader's expertise to support pupils and staff
- The culture of "Learning to Learn" engenders an expectation for all children to do their best thus maximising their potential and identifying more able children.

At the **Classroom level**

- We understand and acknowledge the importance of establishing what prior knowledge understanding and skills children have so as to avoid unnecessary repetition of work which is extremely de-motivating.
- We are alert to the bright child who could achieve better results if motivated and challenged.

The following strategies are employed where appropriate:

- Varied and flexible groupings, sometimes allowing able children to work together, sometimes allowing them to take specific roles in mixed-ability groups
- Differentiation by task
- Differentiation by outcome
- Setting individual targets
- Provision of challenging activities across the whole curriculum
- Use of adults to support small groups and individuals.