

More Able Policy

Approved at CSL committee: Spring 2018
Updated: Summer 2018
Review date: Summer 2021



Reigate
Parish Church
Primary School

The School's Vision, Values and Aims

Who we are

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

Our Aims

- We aim to recognise, nurture and harness the strengths and talents of all children.
- To provide a broad, balanced and creative learning environment through excellence in teaching.
- To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.
- To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.
- To build self-confidence, self-esteem and independence in order to achieve success.
- To value curiosity, encourage a questioning attitude and promote a love of life-long learning.
- To grow from being an outstanding infant school into an outstanding primary school whilst maintaining our caring ethos, culture and atmosphere.
- And, working in partnership with parents, to support their child's learning and development.

Values

Our guiding principles, which stem from our Christian faith, are: **'Faith, Hope & Love'**

These are underpinned by 10 core values:

1. **Respect:** Valuing myself and other people, and treating them as I would like to be treated.
2. **Friendship:** Being thoughtful and kind, looking after each other through good times and hard times.
3. **Honesty:** Speaking the truth and acting truthfully.
4. **Caring:** Being concerned for and looking after myself, other people and God's world.
5. **Perseverance:** Always doing my best and not giving up.
6. **Confidence:** Knowing that I am special and loved and that I have something to offer to other people.
7. **Responsibility:** Being able to take charge of myself, other people or things. Being able to be trusted to do the right thing.
8. **Forgiveness:** Loving people even when they make mistakes. Always looking for the best in each other.
9. **Trust:** Being relied on to do the right thing and relying on each other to do the right thing.
10. **Being Creative:** Using our imagination, ideas and skills to make the world a better and more beautiful place.

More Able Policy

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.

Aims of the More Able Policy

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 Primary 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:

- Provision - By building challenge into our provision across the whole curriculum more able children are likely to be identified. Teachers (and parents) know their children and they would be identifying children across the subjects those who are working at a higher level.
- 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. Look at pre-school assessments / records from previous schools.

- 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.

Strategies

At a **whole school level**, opportunities for challenge, depth, 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, star learner etc)
 - Identifying more able pupils in each class
 - Identifying characteristics within subject areas, which might indicate more able abilities, linked to Secrets of Success
 - Small group extension work to challenge and explore in lessons, led by TA or teacher.
- Access opportunities provided by the County for the more able pupils
- Use subject leader's expertise to support pupils and staff
- Our culture of "Secrets of Success" engenders an expectation for all children to do their best therefore 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
- Provision of challenging activities across the whole curriculum (challenging for all children)
- Differentiation by task
- Differentiation by outcome
- Setting individual targets on the assessment program – TARP. Children have times when they look at their target sheets in their books to see what they are focusing on.
- Use of adults to support small groups and individuals to have challenge activities, such as writing groups and high challenge experiences
- Consideration of mental health and helping our able children, who sometimes have not experienced, "learning to fail".
- Work with the "growth mindset" so to fail "well". Children to say and think, "I cannot do it...yet". Teachers will support children with strategies to "get out of the pit".
- Strong use of the Secrets of Success.
- Depth and challenge, stretch and extension for all children.
- Children have opportunity to work with children of different ages, ie have a guided reading sessions with the year above
- Half termly RWI and spelling assessment mean children are working within their ability level.