



Approved by the Governing Body on:

Review Date: May 2017

## ONGAR PLACE PRIMARY SCHOOL

### MORE ABLE POLICY

#### Safeguarding

Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment of staff, school policies and procedures always consider the safeguarding of children as the first priority.

#### Aims

All children have the right to a broad, balanced and relevant education which provides challenge, enables them to flourish and takes into account individual differences. At Ongar Place we are committed to providing an environment, which encourages all pupils to maximise their potential and personal achievements, as outlined in the Teaching and Learning policy.

At Ongar Place we define an academically more able child as a child who has the capacity to achieve better than their peers if given the right support.

#### Identification

We aim to recognise more able children in a range of subjects across all areas of the curriculum. We identify children in a variety of ways:

- Internal monitoring systems
- Information from parents
- Foundation stage assessments and evidence
- Class teacher assessments and evidence
- Half termly tracking information for core subjects
- The use of external support agencies e.g. Educational Psychologist, Gifted and Talented consultant

#### Approaches

- Teachers provide a differentiated curriculum, offering a range of opportunities for independent learning and open-ended investigation, which allow children to use higher thinking skills to access more advanced levels when they are ready.
- Some children may elect to pursue tasks which extend their thinking in particular areas through assignments which they complete at home. This involves consultation between the child, teacher and parents.
- Children may work, where possible, in groups with other pupils who have been identified as more able, in a particular curriculum area.
- Extracurricular activities may provide a means by which children who are more able, can excel. Where teachers have identified children in these areas, it may be appropriate to alert parents to the existence of clubs or organisations which may be of interest to their child, as well as offering opportunities for development in school.

#### Roles and Responsibilities

At Ongar Place More Able provision is led by the Special Needs Coordinator and Assessment Leader, they are responsible for:

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- Supporting staff in their identification of more able children
- Supporting staff in providing the correct provision for more able children
- Offering resources and training to support work in this area
- Liaising with curriculum leaders and those concerned with pupils, welfare and guidance
- Co-ordinating groups, maintaining links with other schools and outside agencies working in support of high ability pupils
- Collating and maintaining the register of more able children and tracking the progress of these pupils
- Liaising with other primary schools and secondary schools regarding transfer and best practice
- Contributing to the school development plan, to ensure planned whole staff training and development, and review policy and practice

Curriculum leaders are responsible for ensuring the policies, schemes of work and resources include provision for more able pupils, ensuring challenging tasks and appropriate materials and resources are available.

The class teacher is responsible for:

- Providing a suitably differentiated curriculum to allow children to experience challenge across a range of subjects.
- Identifying children who are more able in one or more curriculum areas and informing the Assessment Leader and Special Needs Coordinator.
- Involving children in target setting and self-assessment procedures which will allow them to take increased responsibility for their learning as appropriate to their age and aptitude.

This policy should be read in conjunction with the following policies:

Teaching and Learning

Equal Opportunities

Assessment

Curriculum Subject Policies

Special Educational Needs

~~Agreed: May 2014~~

~~Review: May 2015~~

~~Author: Elizabeth Harris~~

~~Policy: Statutory/Recommended~~

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