



Academically More Able Policy

Maximum Effort for Maximum Achievement

1.1 Rationale and Philosophy

In our school we recognise that all pupils are individuals with their own strengths and weaknesses. Within this range there are pupils who are more able intellectually than others and there are pupils who are particularly talented in specific areas such as music, art, sport and drama.

1.2 All pupils in our school have an entitlement to fulfil their optimum potential. It is part of our school ethos to respond to pupils as individuals and to make appropriate provision for them.

1.3 In our school we plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as Academically More Able according to national guidelines.

1.4 As a school we agree with and will uphold the following statements from the House of Commons Select Committee Report, "Third report on More Able Pupils":

- "Gifted and talented pupils must be allowed to enjoy their childhood.....They can become stressed and pressurised by parents 'hot housing' them."
- "The right balance must be struck between meeting the intellectual needs (of able pupils) and supporting social and emotional development."
- "It is wrong to assume that the only way of satisfying the intellectual needs of the gifted and talented is through linear progression up the ladder of examinations and qualifications.....(it is) a plea for breadth, challenge and enrichment, not more knowledge, narrowness and tests."

2 Definition of Academically More Able

2.1 Every child is unique thus there is no single appropriate definition. Following national guidelines, in our school the terms academically more able refer to the top 5-10 per cent of the ability range in each year group in any of the following areas:

- general intellectual ability
- specific aptitude in one or more subjects
- creative or performing arts
- leadership qualities
- advanced social skills

2.2 Pupils performing significantly above age related expectations will be considered as part of this group.

3 Aptitudes in English, Mathematics and Science

3.1 Children considered Academically More Able in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

3.2 Children considered Academically More Able in mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;

- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

3.3 Children considered Academically More Able in science are identified when they:

- are imaginative;
- consider alternative suggestions and strategies for investigations;
- are inquisitive about how things work and why things happen;
- use different strategies for finding things out;
- ask many questions;
- think logically, providing plausible explanations for phenomena;
- decide quickly how to investigate fairly and manipulate variables;
- strive for maximum accuracy in measurements;
- analyse data or observations and spot patterns easily;
- enjoy challenges and problem solving;
- show intense interest in one particular area of science;
- make connections quickly between facts and concepts.

4 Aims and objectives

Having identified our Academically More Able pupils we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently;
- provide appropriate learning experiences to develop and nurture any special talents they may have.
- nurture their thinking skills
- stimulate their interest in learning

5 Monitoring

5.1 Once pupils are recognised as Academically More Able they will be selected for Enrichment lessons in either English, Creative Thinking or Maths, depending on their need. They will be registered as a group on Target Tracker and their progress tracked throughout the year.

The teaching and delivery of these Enrichment Groups will be overseen by the Headteacher. The groups are reviewed termly to ensure the correct pupils are being targeted and the provision is having a positive impact on pupil progress.

6 Leadership

6.1 We have a member of staff responsible for co-ordinating the work with our academically more able pupils. This role includes:

- Updating the policy
- Setting up and monitoring the progress of the pupils in the Enrichment Group
- Liaising with class teachers to support provision for academically more able pupils
- Researching resources suitable for these pupils, and generally support staff in providing for academically more able pupils
- Keeping themselves up to date with developments in this field.
- Passing on relevant information to staff as appropriate
- Introducing new resources and strategies when appropriate
- Maintaining regular contact with class teachers

7 Provision in school

7.1 Provision for our academically able pupils will primarily take place within the classroom setting and will consist of the following:

- careful use of higher order questioning
- setting across the year group in maths
- open-ended creative thinking skills activities accessible to all pupils at their own level of thinking
- differentiated work which will ensure thorough coverage of the curriculum but with opportunities for extension and enrichment as appropriate
- involving pupils in their own learning, targets and evaluation of progress
- a whole school ethos of encouraging success and developing enquiring minds
- opportunities for cross curricular work when appropriate
- opportunities to develop thinking skills which will underpin their learning development
- Extension activities in every Maths and Literacy lesson and foundation subjects when appropriate
- Quality first teaching of groups in the classroom to extend the most able.
- Weekly enrichment classes

7.2 Provision for our talented pupils may take place in school but may also take place out of school with, for example, specialist sports coaches and music teachers. It may also involve local clubs and specialist groups.

7.3 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

8 Out of class activities

8.1 We offer a range of extra-curricular activities for our children. These activities offer talented children the opportunity to further extend their learning in a range of activities.

8.2 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning in every year group.

8.3 The school is a member of a local cluster group which meets regularly to discuss provision for academically more able pupils, develop resources, provide training for staff and enrichment opportunities for pupils.

Monitoring and Review

Policy Date: Autumn 2019

Review Date: Autumn 2022