

REDLANDS PRIMARY SCHOOL

More Able Pupils

Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels.

Sean Harford, Ofsted National Director of Schools March 2015

Aims:

- To ensure that there are consistent procedures for the identification and tracking of more able pupils.
- To ensure that all more able pupils achieve to the best of their abilities.
- To ensure that these pupils have access to a challenging, broad, balanced curriculum that deepens their learning.

Practice:

Identifying more able pupils

- The school draws upon a wide range of sources to identify more able pupils, this may include:
 - ✓ Teacher observations and assessment
 - ✓ Checklists of features associated with more able pupils
 - ✓ Test performance
 - ✓ Work sampling
 - ✓ Information from parents
 - ✓ Nomination by another professional e.g. sports coach, peripatetic music teacher.
 - ✓ Discussion with children

In the Autumn term of each academic year, the more able register is reviewed by teachers and the Assistant Head Teacher (AHT) with responsibility for more able pupils. This is then regularly reviewed and updated throughout the school year.

Provision

- At Redlands, every child has access to good Quality First Teaching. This and appropriate differentiation (matching teaching and learning to the needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum.
- At Redlands teachers and teaching assistants have high expectations for all pupils, and we encourage and expect children to challenge themselves in their learning.

- Our curriculum gives all pupils opportunities to try out different approaches to their learning and to be independent learners.
- The curriculum at Redlands provides opportunities for children to deepen their understanding through enrichment activities.
- Visits and visitors enable children to learn from experts and to broaden their experience, knowledge and understanding.
- The extra curricular activities provided at Redlands provide opportunities for pupils to excel in a wide range of activities such as sport, music and art.
- Planning and pupils work are regularly monitored by the Head teacher, Assistant Head teachers and subject leaders.

Progress and outcomes

- Redlands has high expectations for all pupils and is committed to ensuring that all pupils make good progress and achieve well in relation to their abilities.
- The school encourages all pupils to aim high and have aspirational goals.
- The AHT responsible for more able tracks the progress and achievement of more able pupils using the school's tracking and assessment procedures.
- Class teachers continually assess pupil progress.
- We measure children's progress in learning against National Age Related Expectations (ARE).
- The Head teacher challenges teachers in relation to progress for all pupils including those identified as more able.
- Classroom teaching is regularly monitored by the Head Teacher and Assistant Head Teachers.
- At the end of each school year class teachers meet together to discuss all pupils so that relevant information is passed on when children transition to a new year group or class. We also work closely with secondary schools to support pupils' transition to year 7.
- The Governor for More Able works with the AHT to monitor the impact of the More Able policy, and reports to the governing body.

Working in partnership with parents.

The school actively promotes a culture of co-operation with all parents in order to enable each child to reach their full potential. The AHT responsible is available to meet with parents throughout the school year, including parents' evenings.

Implementation of this policy will be monitored through: pupil interviews; work sampling; class based observations; progress meetings and scrutiny of planning. This will be carried out in line with the school's monitoring programme.

RR Related articles

Article 28 and 29 - Every child has the right to an education. Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. Young people should be encouraged to reach the highest level of education of which they are capable.

Responsibility: SENCo

Date Agreed: July 2013

Date Reviewed: October 2017

Date for Review: October 2019