



More Able POLICY

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Rights Respecting School

As a Rights Respecting School, our policies are all developed and reviewed taking into account UN conventions and the rights of every child. Articles that relate to our More Able policy are:

- **Article 1** (definition of the child) - Everyone under the age of 18 has all the rights in the Convention.
- **Article 3** (best interests of the child) - The best interests of the child must be a top priority in all things that affect children.
- **Article 4** (protection of rights) - Governments must do all they can to make sure every child can enjoy their rights
- **Article 12** (respect for the views of the child) - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously
- **Article 13** (freedom of expression) - Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.
- **Article 15** (freedom of association) - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- **Article 17** (access to information from mass media) - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them
- **Article 28** (right to education) - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.
- **Article 29** (goals of education) - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 31** (leisure, play and culture) - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Rationale

At Highfields Primary School we are committed to providing the best possible provision for pupils of all abilities. We recognise that our pupils are individuals with unique personalities, skills and abilities and endeavour to provide teaching that is challenging and engaging for all. The purpose of this policy is to ensure that we recognise and support the needs of pupils at Highfields who have been identified as 'More Able'.

The policy will ensure that all stakeholders are aware of and agree with our commitment to ensuring that all children have a broad and balanced curriculum which provides challenge and that we build on existing good education rather than providing something entirely different.

Definition

'More Able' pupils are those who demonstrate, or have the capacity for, levels of performance that are significantly higher than the majority of their peers. This may be displayed in one or more subjects in the school curriculum including not only mathematics and English but also music and sport.

To enhance our view of ability, we also recognise children who may display exceptional leadership or social skills and celebrate and encourage these skills.

Aims

The aims of our school are to:

- To identify our More Able pupils
- To recognise the range of talents and abilities that pupils in our school have
- To provide a challenging curriculum through Quality First Teaching
- To provide opportunities for More Able pupils to be challenged including through independent and creative learning.
- To celebrate high achievement.
- To ensure that More Able pupils achieve their full potential, meeting personalised attainment and progress targets.

Identification of More Able pupils

We use a range of strategies to identify more able pupils. The identification process is ongoing and begins whenever a pupil joins our school: either in early years or later on in their school life.

They can be identified in a number of ways:

- Information from previous teacher or professional, including nursery or pre-school records.
- Identification by staff using professional judgement, class work and observation.
- By providing a curriculum of opportunity (opportunities to develop a greater depth of thinking or understanding)
- Information from parents or carers
- Discussion with pupils
- Test scores including national tests in Year 2 and Year 6

Provision

At Highfields our teachers plan carefully and deliver Quality First Teaching to meet the learning needs of our pupils. Opportunities for pupils to demonstrate what they know, understand and can do are built into our practise and may include extensions or challenges where More Able pupils can apply their knowledge in a more in-depth, complex manner rather than completing 'more of the same'. We use a range of differentiation strategies in the classroom; sometimes entirely different tasks for More Able pupils and sometimes higher order questions.

Pupil progress is tracked termly and discussed in a meeting with the SLT and class teachers. Progress of the More Able children will be monitored through these meetings; ensuring that they are on track not just for meeting ARE but for exceeding this. Provision for any More Able pupils that are identified as off track will be discussed and changed. These changes could include: changes to classroom work or resources, a More Able group intervention, extra home learning or a conversation with parents. Disadvantaged More Able pupils will have the opportunity to participate in a targeted intervention during every school year focused on progress in a given subject.

We promote celebration of achievements by asking parents and pupils to share with school when they have received an award out of school. These can also be shared in the fortnightly school newsletter or during Golden Book or Phase assemblies.

At Highfields we strive to provide a curriculum enriched with opportunities and experiences. Pupils have the opportunity to experience a wide range of educational visits that further enrich and develop their learning. Furthermore, we plan enrichment days and weeks where the usual timetable is suspended and cross curricular projects take place. These can offer More Able children a further opportunity to develop; both through their knowledge of a particular subject e.g. history or through the challenge and responsibility of organising their own work.

Co-ordination and Monitoring

The Assistant Headteacher with responsibility for Inclusion will:

- Ensure the policy is implemented.
- Co-ordinate the monitoring of progress.
- Ensure that staff have relevant professional development opportunities in order to provide for More Able pupils
- Review the policy in line with the Monitoring cycle

Parents

Highfields Primary School promotes a culture of school- parent partnership in order to enable each child to meet their full potential. Individual pupil progress will be discussed with parents at termly parents' evenings however, parents are warmly welcomed to speak to their child's class teacher or phase leader at any other point during the school year.

Other Relevant Policies-

SEND information report

Sandwell Local Offer

Accessibility Plan

Teaching and Learning Policy

Assessment Policy

Curriculum subject policies

General Data Protection Regulation

The General Data Protection Regulation provides a framework to ensure that personal information is handled properly. Personal information in school is managed in accordance with the requirements of the General Data Protection Regulation (GDPR). For further details of how we manage personal data, please see our privacy notice, which can be found on our school website <http://www.highfields.sandwell.sch.uk/our-school/3980-privacy-statement.html>. School's Data Protection Policy and Records Management Policy can also be found on our website.