



# **BROOK FIELD PRIMARY SCHOOL**

## **More Able Children Policy Statement**

### **INTRODUCTION**

At Brook Field Primary School, we are committed to developing the best possible provision for pupils of all abilities within our curriculum and all aspects of school life, through a multi-sensory, cross-curricular thematic approach, with a focus on challenge for all. We plan our teaching and learning so that each child can take the appropriate steps to their success and reach their highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as more able.

### **AIMS**

In the pursuit of school wide excellence, we aim to:

- provide for more able learners by creating a high-quality curriculum with effective, enriching learning opportunities which involve self-direction and independence, allowing all children to flourish;
- develop pupils' metacognitive skills by embedding opportunities for planning, monitoring and evaluating their own learning within daily teaching, ensuring all learners are appropriately challenged and supported to become increasingly independent.
- provide high quality teaching with planned opportunities for depth, breadth and pace in learning;
- recognise that addressing the needs of more able learners will raise achievement for a much wider group of learners in our school;
- provide extra-curricular activities which enable additional enrichment in different areas of the curriculum;
- seek to be inclusive in our approach and sensitive to the potential impact of labelling a group of pupils as more able.

### **DEFINITION OF MORE ABLE**

We use the term More Able as defined by Ofsted and NACE (National Association for Able Children in Education):

‘those whose progress and attainment significantly exceed age-related expectations’.

They are the children who have abilities in one or more subjects in the school curriculum and have the capacity for, or demonstrate, high levels of performance in a subject area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL AND BRITISH VALUES**

Spiritual, Moral, Social and Cultural development is an inclusive element of our curriculum with every opportunity taken within our sessions to develop our children's skills within these areas further. For our more able children we promote an atmosphere of inclusivity where any negative stereo-typed generalisations about more able pupils are challenged. We seek to ensure that particular groups of pupils are not under-represented in the cohort of more able pupils. Our teaching ensures that the children are made aware of the important roles of acceptance and tolerance when discussing spiritual, moral, social and cultural issues.

### **IDENTIFICATION OF MORE ABLE CHILDREN**

We aim to identify more able pupils using a variety of methods:

- Regularly analysing national and school attainment data, including performance criteria in sport, PE and the creative arts, in order to identify our more able pupils and those pupils who have the potential to reach high levels of performance.
- Through teacher observation and assessment within the classroom and in extracurricular provision, monitor outcomes and track the progress of more able pupils, taking appropriate and effective action to promote the interests of these pupils.
- Ensure clear lines of communication are open to enable nomination by self, staff, parents and peers. Also, appropriately using transition information that is received.
- Establishing procedures for identifying more able pupils, which are transparent, non-discriminatory, flexible and effective. These include general and subject specific checklists of characteristics of more able children (see appendix 1).
- Subject Leaders to compile a list of clubs or lessons that children participate in that is shared with class teachers.

## **PLANNING & TEACHING**

We recognise that a range of factors can mask pupils' potential, including self-esteem, special educational needs, disadvantage, low expectations and lack of challenge. In response, teachers plan carefully to meet the needs of all learners, using prior assessment to identify starting points and adapt teaching accordingly. Central to this approach is the explicit teaching of metacognitive strategies, where pupils are supported to plan, monitor and evaluate their learning. Through modelling thinking processes, structured reflection and targeted questioning, pupils develop a clearer understanding of how they learn best, leading to increased independence and confidence.

Our "challenge for all" approach is rooted in planning for the top, with appropriate scaffolding to ensure access for all learners. High-quality questioning, including the use of revised Bloom's Taxonomy, alongside the explicit teaching of thinking skills such as problem-solving, decision-making, creativity and evaluation, is embedded across the curriculum. Pupils are encouraged to articulate their thinking, justify their reasoning and reflect on their learning processes. Teaching also promotes effective research, library and computing skills, as well as a wide range of communication, recording and oracy opportunities, supported by the effective deployment of staff. Aspirational target setting and meaningful extension tasks are integral, with pupils actively involved in setting and reviewing their own goals, particularly in writing across the curriculum.

To further develop pupils' strengths and interests, a wide range of enrichment opportunities are provided. These include extra-curricular activities, open-ended projects and collaborations with external organisations and schools, particularly within the Blue Kite Multi-Academy Trust and Authors Abroad AIM High Days. Such opportunities often encourage pupils to take ownership, lead learning and apply their metacognitive skills in new and challenging contexts. Achievement is celebrated regularly, both in and out of school, and guidance for parents and pupils is shared through workshops and the "Challenge for All" section of the school website.

Staff are supported in identifying and providing for more able pupils through ongoing professional development, led by the More Able Lead. This includes access to resources, training and collaboration with other schools and organisations, such as NACE, ensuring that teaching strategies remain informed, effective and responsive. A continued focus on metacognition and the explicit teaching of learning strategies underpins this work, enabling pupils to become increasingly reflective, resilient and independent learners.

## **MONITORING AND ASSESSMENT**

Monitoring and assessment of our more able children is a vital part of identification as outlined above and is also integral in ensuring that continued progress and aspirational targets are met. All reading, writing and maths assessment data is gathered by the more able lead and discussed at least three times a year with

each class teacher. Annual summative assessment data in all other subjects is analysed by each subject leader and informs strategic drives for the school and/or subjects.

Parents will be informed by their child's teacher during 'Parents Evenings' and by annual report how their child is performing and whether they have the potential to achieve at a level significantly in advance of their year group within our school, in one or more subjects in the curriculum. It will be recognised that establishing a love of learning, having a growth mindset and developing a range of skills across the curriculum is as important as excelling in any given subject/s.

For more guidance on assessment and our procedures please refer to our Assessment Policy.

## **MORE ABLE LEADER**

The role of the More Able Leader is to:

- Monitor the attainment of all our high achieving pupils by scrutiny of work, planning, assessment and pupil voice.
- Ensure consistency of approach and expectations, supporting colleagues in providing for more able children through sharing good practice and delivering staff meetings.
- Renew, update and supplement resources needed to deliver the curriculum successfully.
- Involve Governors in the development and monitoring of the subject.
- Attend appropriate CPD and cluster meetings to ensure up to date and relevant professional development in this area.

## **Appendix 1**

### **Generic characteristics of More Able Learners**

More able children are a diverse group and their range of attainment and interests will be varied. They may display a selection of the following characteristics:

#### **Personal traits**

- Inquisitive, curious, alert and responsive to new ideas
- Quick/agile thinkers
- High self-motivation/initiative; can work well independently
- Socially adept
- Show leadership qualities
- Good/unusual sense of humour
- Sensitive/sensitivity and empathy with others
- Socially immature/isolated; prefer computers to people

#### **Learning ability**

- Learn new ideas and concepts quickly/easily/readily
- Good at reasoning/logical/analytical thinking
- Good at dealing with abstractions/abstract thinking
- See relationships between things; can generalise from specific facts
- Good at understanding things/meanings; show unusual insights
- Able to memorise quickly/easily
- Follow complex directions easily
- Keen powers of observation
- Advanced vocabulary/verbally fluent/good self-expression
- Learned to read early, often before school age; rapid readers
- Good attention; concentrate and persevere for long periods if interested

#### **Learning styles**

- Dislike repetition of concepts and closed tasks; get bored easily
- Informed/show interest in ideas and concepts beyond their years
- Creative/imaginative; original ideas in problem-solving; may be artistic/musical

- Inclined to choose unusual but effective methods of working, perhaps using a different line of logic or jumping steps
- Many interests/hobbies; read across a wide range of subjects
- Prefer verbal expression; reluctant to record things in writing
- Resent imposed timetable restrictions if interested in a task
- Perfectionists; may lean towards being obsessive

## Appendix 2 – Enrichment Activities

We offer opportunities for children to take part in a wide range of enriching activities both at Brook Field and with local schools, including the schools in the Blue Kite Academy Trust. Such opportunities help the children develop a wide range of skills: including oracy, confidence, teamwork and leadership.

### Opportunities within Brook Field School

Group/Club/Activity	How are the children chosen?	Who is involved?
<b>School Council</b>	<ul style="list-style-type: none"> <li>• the children are voted to join this important team by their peers to represent their class</li> </ul>	1 child from every class in Years 2 – 6
<b>Break Time Buddies</b>	<ul style="list-style-type: none"> <li>• a group who demonstrate an interest in supporting children at playtimes in KS1 and KS2 are trained in using peer mediation techniques</li> </ul>	Approximately 15 children from Year 5
<b>Digital Leaders</b>	<ul style="list-style-type: none"> <li>• children who have chosen to support online safety by sharing key messages with the school community and ensure equipment is ready for use</li> </ul>	X6 children from Year 5 and 6
<b>Librarians</b>	<ul style="list-style-type: none"> <li>• self-elected and care for the organisation of our books</li> </ul>	Approximately 8 children from Year 6
<b>House Captains</b>	<ul style="list-style-type: none"> <li>• voted in by other children in Key Stage 2 to represent their house. They lead a daily lunch time gym club, lead house assemblies and help with important events</li> </ul>	X8 year 6 children
<b>Media Team Enterprise</b>	<ul style="list-style-type: none"> <li>• a group of selected children and some who ask to join. Independently create, advertise, publish and manage the running of our school magazine</li> </ul>	Approximately 10 year 6 children
<b>Pond Team</b>	<ul style="list-style-type: none"> <li>• self-elected group of enthusiastic environmentalists/gardeners who meet weekly to care and manage our pond area</li> </ul>	A large number of children in Year 5
<b>Eco Team</b>	<ul style="list-style-type: none"> <li>• selected children and volunteers attend this club</li> </ul>	X12 children form Key Stage 2
<b>Hosting A.I.M High Days (Achieve – Inspire – Master)</b>	<ul style="list-style-type: none"> <li>• Chosen by their class teacher. These children spend the day with other able children from other schools and are led by a visiting accomplished author/mathematician</li> </ul>	X8 children from every year group from Year 1 – 6 will experience this once a year
<b>7 Pieces Musical Extravaganza</b>	<ul style="list-style-type: none"> <li>• An annual event for all our children with a cross curricular focus on composers and their music from around the world</li> </ul>	All children at Brook Field
<b>Year Group Partner</b>	<ul style="list-style-type: none"> <li>• All children meet with another year</li> </ul>	All children at Brook Field

<b>Meetings</b>	group to participate in a range of challenges, including maths games, teambuilding activities and oracy tasks	
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Regular clubs, all for both girls and boys, also include:

**Football, Netball, Multisports, Tennis, Ukulele, Singing and Forest School**

For further details, please also refer to the Clubs page of our website.

### **Opportunities with other schools**

<b>Debating Competition</b>	<ul style="list-style-type: none"> <li>• Two teams of x4 year 5 children competing against 7 other Blue Kite Schools</li> </ul>
<b>Art Gallery</b>	<ul style="list-style-type: none"> <li>• Selected artwork from each year group to be celebrated and displayed within the local community</li> </ul>
<b>Sporting Events Swindon FA &amp; Fortius PE</b>	<ul style="list-style-type: none"> <li>• Football and Netball league games</li> <li>• Swimming competitions</li> <li>• Gymnastics Competitions</li> <li>• Dance Festival</li> </ul>
<b>Blue Kite Events</b>	<ul style="list-style-type: none"> <li>• Athletics Competition – Year 5 and 6</li> <li>• Orienteering Festival – Year 2</li> <li>• Maths Challenge – Year 4</li> </ul>
<b>Online Safety Campaign</b>	<ul style="list-style-type: none"> <li>• A competition for digital Leaders to enter their online safety poster to Purple Mash</li> </ul>
<b>Make a Noise Swindon Music Service Festival</b>	<ul style="list-style-type: none"> <li>• Attendees of the choir participate in the Swindon-wide event and perform annually at the Wyvern Theatre.</li> </ul>

Other enrichment activities include a range of transition events that are held at our local Secondary Schools.