



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;
- 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 some children's potential, including self-esteem, special educational needs, low expectation, being disadvantaged and lack of challenge. With this in mind, our teachers plan very carefully to meet the learning needs of all our children, regularly giving them the opportunity to show their knowledge and understanding prior to a unit of work, so that the teaching is effectively adapted to address the children's needs and interests. In order to maximise the quality of teaching and learning, our teachers group pupils in a range of ways, including mixed ability, ability grouping and by the use of different starting points.

Planning for the top with appropriate scaffolding for our children is our strategy to ensure that we provide challenge for all. Integral to our planning and teaching is the use of high quality questioning, revised Bloom's question stems and the teaching of thinking and problem solving, decision-making, creative thinking and evaluation skills is embedded across all curriculum areas. Teaching also includes providing opportunities for the development of effective research techniques, library and computing skills. Teachers plan tasks that develop a wide variety of recording, communication and oracy skills that includes effective deployment of support staff. Aspirational target setting and challenge/extension tasks are regular practice and our children are fully involved in developing their own targets particularly within writing across the curriculum.

To develop our children's talents and experiences further, a range of extra-curricular opportunities and projects are provided to enable our more able children to flourish. Some of these projects develop and maximise links and liaison between Brook Field School and external organisations/professionals, including local secondary and primary schools, particularly those schools within the Blue Kite Multi-Academy Trust. Projects may also include enriching open-ended homework tasks and cross curricular or subject specific enrichment in which our more able children may take a lead role (see appendix 2). During our weekly sharing assemblies, we actively encourage celebration of achievements made by our more able children both in and out of school. Comprehensive guidance and support for parents and our children are provided at various workshops and through the 'Challenge for All' section of our website.

To ensure that our staff are supported in identification and provision for our more able children, the More Able Lead regularly provides resources to support teaching and seeks opportunities for professional development of individual teachers or curriculum teams to inform teaching strategies and enhance the teacher's own awareness and skills. Membership of NACE, attending meetings and liaison with other schools helps ensure that our practice is up-to-date and appropriate to the needs of more able children.

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 coordinator 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 co-ordinator 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 a given subject/s.

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

MORE ABLE CO-ORDINATOR

The role of the More Able Co-ordinator 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?
School Council	<ul style="list-style-type: none"> the children are voted to join this important team by their peers to represent their class 	1 child from every class in Years 2 – 6
Break Time Buddies	<ul style="list-style-type: none"> a group who demonstrate an interest in supporting children at playtimes in KS1 and KS2 are trained in using peer mediation techniques 	Approximately 10 children from Year 5
Reading Council	<ul style="list-style-type: none"> children who have been selected by their teachers who want to share their love of reading with others 	X8 children from Year 2 - 6
Librarians	<ul style="list-style-type: none"> self-elected and care for the organisation of our books 	Approximately 8 children from Year 6
House Captains	<ul style="list-style-type: none"> 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 	X8 year 6 children
Media Team Enterprise	<ul style="list-style-type: none"> a group of selected children and some who ask to join. Independently create, advertise, publish and manage the running of our school magazine 	Approximately 10 year 6 children
Pond Team	<ul style="list-style-type: none"> self-elected group of enthusiastic environmentalists/gardeners who meet weekly to care and manage our pond area 	6 children from Year 5
Eco Team	<ul style="list-style-type: none"> selected children and volunteers attend this club 	X12 children from Key Stage 2
Hosting A.I.M High Days (Achieve – Inspire – Master)	<ul style="list-style-type: none"> 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 	X8 children from every year group from Year 1 – 6 will experience this once a year
7 Pieces Musical Extravaganza	<ul style="list-style-type: none"> An annual event for all our children with a cross curricular focus on composers and their music from around the world 	All children at Brook Field
Year Group Partner Meetings	<ul style="list-style-type: none"> All children meet with another year group to participate in a range of challenges, including maths games, teambuilding activities and oracy tasks 	All children at Brook Field

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

Debating Competition	Two teams of x4 year 5 children competing against 7 other Blue Kite Schools
Art Gallery	Selected artwork from each year group to be celebrated and displayed within the local community
Ogden Trust	Science Schools Partnership led by our Science Subject leader. A variety of competitions and opportunities to link up with other schools, including secondary schools in Swindon
Community Projects linked with Lydiard Park	A Blue Kite project that involves aspiring Historians and Geographers from each year group to produce work that will be displayed on a trail in Lydiard Park
Sporting Events Swindon FA & Fortius PE	<ul style="list-style-type: none">• Football and Netball league games• Swimming competitions• Gymnastics Competitions
Blue Kite Games	Inclusive sporting competitions for Year 3 children, including Boccia, Tri-Golf etc
Online Safety Campaign	A competition for all children to enter their online safety poster to be selected from the Blue Kite Trust Schools
Make a Noise Swindon Music Service Festival	Attendees of the choir participate in the Swindon-wide event and perform annually at the Wyvern Theatre.

Other enrichment activities include a range of transition events that are held at our local Secondary Schools are organised from Term 5.