Birches Green Infant School

More Able Learners Policy – May 2019

Ethos

At Birches Green Infant school we aim to provide a curriculum that is appropriate to the needs and abilities of all of our children. We plan our high quality teaching and learning in such a way that we enable each learner to reach for the highest level of personal achievement. This policy helps to ensure that we recognize and support the needs of those learners in our school who have been identified as ‘More Able’.

Definitions

The DFE definition of “More Able students” are learners who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in their school.

At Birches Green Infant school this is a child who is working a ‘step’ or more, above the expected level for their peers, at key statutory and school data capture points.

Aims and Objectives

* To promote the identification of More Able learners, using a variety of methods of assessment.
* To ensure that all More Able learners achieve their full potential.
* To provide an enriched, challenging and differentiated curriculum in which More Able learners can work at their own level and pace, thus realising their full potential.
* To give opportunities, in all curriculum areas, to develop talents, creativity and reasoning skills.
* To create an ethos where learners aspire to being the best that they can be.
* To work in partnership with the home and school.

Identification Strategies

There are two distinct groups of learners that are identified at our school.

1. Academically More Able (AMA) learners are formally identified at the end of the Early Years Foundation Stage (EYFS), as the children that have achieved an ‘exceeding’ EYFS Profile score of 3 across Reading, Writing, Number and Shape,
Space & Measure. These learners are formally tracked at every school data capture point to ensure they continue to meet their full potential.

2. In addition, the identification of More Able learners is part of day-to-day classroom provision, ensuring suitable and effective provision for all learners to access the whole curriculum to their full potential. There are many ways in which teachers can identify learner’s special abilities and should consider the ways in which the children communicate creative, insightful thinking as well as their focus and perseverance in one or more areas of the curriculum.

It is important to note that learners may be high achieving in one or more areas of the Curriculum but may be average or below average in others,

**Teachers can use:**
* summative teacher observation and assessment
* formative test and assessment results (EYFS Profile, Yr 1 Phonics Check, KS1 SATs tests and end of unit assessments)
* discussions with pupils/ self and peer group identification
* consultation with parents and carers

**Children can use:**
Growth Mindset chilli, differentiated challenges to aim high and reach their full potential.

**It is important to realise More Able Learners:**
* may exhibit poor social skills
* poor motivation
* try to disguise their ability
* have poor coordination or motor skills
* have English as an Additional Language
* have an identified as having a Special Educational Need or Disability (SEND)

It is essential that, through the provision of daily high quality teaching, all barriers to learning can be broken down, enabling all learners to reach their full potential.

**What we teach**

At Birches Green Infant school, we offer an enriched curriculum with high quality provision for all learners.

This achieved by:
* planning work across the curriculum, to meet the learner’s individual needs * teacher and teaching assistant led interventions are delivered and tailored to suit the learner’s varied abilities, which ensures they access the curriculum to their full potential
* Work will be differentiated, where appropriate with the use of ‘chilli challenges’ which give the learners the opportunity to choose their own differentiation, thus not limiting their
potential with tasks pre-chosen by the adults. The identified ‘more able children’ will be encouraged to aim for the ‘spicy’ challenge and where appropriate a ‘super spicy’ challenge may be on offer.

*regular use of enquiry based/problem solving activities enable questions to be as open ended as possible and allow learners to put what they have learnt into practice, to allow for maximum outcome by differentiation
*effective questioning enables staff to assess depth of understanding across curriculum subjects
•a range of extra-curricular activities are available to our children. These activities offer More Able learners the opportunity to further extend their learning in a range of extra-curricular activities, including competing in inter sporting activities against other schools.
*monitoring of planning, books, and classroom observations (teachers and teaching assistants) and pupil voice are used to ensure consistently high provision for all learners

**How we support children**

Children are supported through interventions where children work in small groups to develop and progress to their full potential, and setting (where appropriate). These are recorded on our provision map.

Children in Year 2 are set into small, ability groups for English and Maths, children in KS1 are set in ability groupings for phonics teaching.

**How we assess**

The AMA children identified at the end of EYFS, are added as a group on Target Tracker and their attainment and progress is monitored at each data capture point and discussed at Pupil Progress meetings to ensure continued challenge.

More Able learners will be identified because their progress through the National Curriculum takes them beyond the expectations for their age. This may occur through testing or teacher assessments. The learners undertake National, Statutory tests in Year 2. Teachers also make regular assessments of each learner’s progress in each curriculum subject and the learners who are performing at a level which is above the average for their peers will be highlighted at each data capture point and discussed at the Pupil Progress meetings.

**How we monitor**

Day to day monitoring of the More Able pupils is the responsibility of the class teacher.
The More Able Leader will be responsible for:

* monitor teachers’ planning to ensure that suitable tasks are being undertaken by the More Able learners in the different curriculum areas
* ensure the AMA children are identified on Target Tracker
* monitor the progress of More Able learners through reviewing assessment data and subsequent discussions with the class teachers to ensure the More Able learners continue to make above average attainment and/or progress
* support staff in the identification of the More Able learners
* ensure ongoing training and professional development of staff
* keep up to date with current initiatives and research to keep staff informed
* share good practice with staff Senior Leadership Team (SLT) and governors
* monitor the school policy for More Able learners and overseeing this element of the school development plan
* update resources

This policy is monitored, reviewed and updated bi-annually and its effectiveness evaluated by the outcomes of the More Able learner’s statutory assessments.

Policy reviewed by Governors May 2019

Next review due May 2021

Signed _____________________________ Chair of Governors Dated _____________________________

Signed _____________________________ Head Teacher Dated _____________________________