



Manor Wood Primary

More Able Learners Policy

March 2017



More Able Learners Policy

At Manor Wood Primary School (MWPS) we aim to provide the best education we can for all our pupils in a curriculum that is stimulating and challenging.

Success is achieved in close partnership with pupils, teachers, parents, carers and other members of the community. All children in our school are given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability.

At MWPS we work hard to provide a stimulating curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning to take account of the needs of every child and to enable them to achieve their full potential.

Through this policy we aim to:

- Create an environment where children develop a love of learning.
- Celebrate success in all areas of learning.
- Ensure that we recognise and support the needs of all our pupils.
- Enable pupils to develop to their full potential.
- Ensure that we challenge and accelerate learning.
- Insist that children produce better quality work.
- Promote a culture of high performance.
- Encourage pupils to reason, make informed decisions, think and work independently.
- Instill self-belief and promote high levels of trust between children.
- Create an environment where it is safe to fail, and children are confident and resilient learners.
- High quality teaching.
- High Quality Teaching draws on a range of strategies that are closely matched to the learning objectives of the lesson. All children require challenge, and this comes about through;
 - Having high expectations.
 - Knowing children well and developing relationships.
 - Ensuring an Inclusive environment.
 - Providing quality feedback.
 - Ensuring planning is focused.
 - Assuring engagement and challenge.
 - Effective questioning and modelling.
 - Scaffolding learning.
 - Developing independence.

Identification of More Able Pupils

Teachers are asked to identify the more able children in their classes throughout the year using a variety of strategies including observations, work scrutiny, appropriate questioning, pupil voice, information from home, assessment data, dialogue, feedback from clubs etc. At MWPS we are fully aware that children's abilities are not necessarily reflected through test

and assessment data or work output and it is important to recognise that children have additional abilities which must be recognised using other means.

Ability can be overlooked or go unrecognised when it lies outside the standard academic curriculum (for example in less common or popular areas of sport, or in certain aspects of dance and music). Similarly, the nature of the curriculum and the way young people perceive it can prevent them engaging fully with the curriculum and revealing their abilities to their teachers (and themselves). Examples can include identified special needs such as Dyslexia, Dyspraxia, Autism, social and emotional issues, inappropriate behaviour etc. Inclusion in one or more of these groups should never be a barrier in identifying them as more able.

Roles and Responsibilities

Headteacher:

- To lead the school in the role of celebrating the achievement of all students, as well as those who are more able
- To work closely with class teachers, phase leaders, subject co-ordinators and TAs to ensure the needs of more able children are fully met and they are able to achieve their full potential
- To maintain and monitor the more able registers for reading, writing and mathematics
- To audit, research and purchase suitable resources for more able children
- To seek opportunities beyond the school to develop more able learners
- To keep colleagues informed about provision and practice for more able children
- To be available to discuss development plans with colleagues
- To monitor and evaluate all aspects of practice and provision for more able children
- To provide an update for governors through sub-committees and the Headteacher's report to governors

All Teachers:

- Have high expectations for the children they teach
- Keep the more able register for children up to date
- Provide a curriculum that is rich and stimulating and meets the needs of the more able
- Regularly update information regarding interventions, practice and provision for more able children and present it to the HT
- Review planning to ensure it meets the needs of more able pupils and enables them to start from a higher level where appropriate

Governor with responsibility for more able children:

- To keep updated regarding practice and provision for more able children and meet regularly with the HT or appropriate senior leaders
- To raise appropriate questions regarding more able children at full governing body meetings
- To attend learning walks with a focus on provision for more able children

Monitoring Pupil Progress and Achievement

Rigorous tracking processes are in place to ensure all pupils' progress is closely monitored to ensure that they all at least meet or exceed their age-related expectation. Tracking pupil progress enables teachers and senior leaders to monitor the progress individuals make, identify any required interventions needed, whether it be for a child who requires greater challenge or a child who requires additional support.

Provision for More Able Children

The most important provision is effective classroom teaching and learning. Good teaching and learning for very able, pupils have the essential characteristics of good teaching for any pupil, but is characterised by planning more creatively, using more demanding resources, teaching pupils deliberately how to engage fully with the subject and creating a classroom climate in which pupils are motivated to learn. Effective differentiation is essential in terms of responding to individual needs.

In addition to effective questioning, open ended activities, opportunities for reasoning across the curriculum, targeted intervention extension opportunities in lessons enable children to focus on higher order skills, extend the breadth of study within a subject, utilise appropriate technology, deploy their skills across the curriculum.

This will allow children to become independent reflective, resilient and resourceful learners. It will develop their creative thinking; problem solving abilities and will promote higher order thinking skills.

A variety of clubs and enrichment activities, out of school hours are provided to offer broader learning opportunities beyond the normal curriculum and to utilise the skills and expertise of others both within and outside the school community. Access to a broad range of extra-curricular activities enable pupils to engage in opportunities which are not always available in the classroom and which reflect the skills and talents of the children involved.

At MWPS we are committed to developing young people with resilience, resourcefulness, confidence, high self-esteem, a reflective approach to learning, a love for learning, creative thinkers and problem solvers

This More Able Learners Policy was adopted by Manor Wood Primary School on 01/03/2017

Chair of Governors – Mrs K Adams	
Signature:	
Frequency of review:	4 years
To be reviewed and approved by:	MWPS Full Board
Date of next review:	November 2024

REVIEW RECORD

Date of review	Reason for review	Date of next review
01/11/2020	Agreed review schedule.	November 2024

Name:		Signature:	
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on behalf of MWPS Full Board

Date of review	Reason for review	Date of next review

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