

KENSINGTON
PARK SCHOOL

MORE ABLE PUPIL POLICY

The purpose of this policy is to ensure that we recognise and support the needs of those children in our school who have been identified as 'academically more-able' or 'talented' according to the national guidelines.

REVIEWED BY:

Stef Withey-Jones	Head of Teaching and Learning	Date: 09/2023 Next Review 09/2024
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INTRODUCTION

At KPS we believe in providing the best possible provision for pupils of all abilities. Additionally, we provide a dynamic and exciting learning environment in which all pupils are stimulated, extended and challenged. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. We focus on promoting a culture of enquiry and educational curiosity, enabling pupils to fulfil their individual potential throughout the curriculum. The purpose of this policy is to ensure that we recognise and support the needs of those children in our school who have been identified as 'academically more-able' or 'talented' according to the national guidelines.

AIMS

- To recognise the needs of more-able pupils within a framework of equal opportunity
- To adopt a personalised and varied approach with regard to meeting the academic, social and emotional needs of more-able pupils
- To implement the procedures and strategies that will address the needs of an identified cohort of more-able pupils
- To ensure that more-able pupils are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow
- To provide opportunities for more-able pupils to work at high cognitive levels and /or to develop specific skills
- To foster a culture of achievement by creating a climate of learning and excellence throughout the school
- To work in partnership with parents/carers to help them promote children's learning and development
- To ensure that during teaching time, more-able students are challenged to an extend and reach their potential through challenging tasks.
- To make sure teaching staff are trained and well-informed of a range of strategies to support more-able pupils.

OBJECTIVES

- Maintain current record of academically more-able children
- Monitor children's progress via Classroom Monitor, observation and discussion with teachers and children
- Ensure effective challenge for all pupils, which is enjoyable, relevant to their needs and extends their conceptual understanding

- Provide children with after-school clubs linked to their abilities.

DEFINITION

For the purpose of clarity within this policy, we have adopted the following terms: 'Academically More-Able' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects such as Mathematics and English. However, for a small number of pupils who demonstrate outstanding ability, we use the term 'Exceptionally Able'. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

IDENTIFICATION

Pupils who are more able are identified in a number of ways:

- regular standardised testing and tracking
- teacher assessments and challenge/extension tasks
- teacher targeted observations
- parental involvement
- outstanding achievements
- high achievers in a specific area
- At times very able academically but with poor social skills
- Continuous assessment by the teacher of tasks which are open-ended enough to allow the child to show what he or she can do;
- Referral and support from external professionals e.g. Educational psychologist
- Teachers share their views on a pupil with SENCO who runs a series of observation and consultation with the child.

PROVISION WITHIN SCHOOL

- Provide appropriate resources.
- Locate a more-able student in a top-set class where he/she will have the opportunity to extend knowledge.
- The encouragement of children to be independent in their learning and taking ownership of their own learning. This will include the provision of opportunities for them to organise their own work, access the resources they need, work unaided, make their own choices about work, evaluate what they are doing and be self-critical.
- Reward of achievement in a whole school assembly.

- Regular reviews with class teachers to identify reasons for underachievement of able, gifted, and talented pupils and implement strategies to address their needs.

A student who is identified as being 'exceptionally able at the school will receive suitable enrichment. The child will have an IEP and be assigned a staff mentor within the appropriate area. The SENCO along with the mentor will have regular meetings to discuss progress. In addition, meetings with parents will be scheduled termly in order to review the IEP targets and help facilitate the child's learning and enjoyment of the specific area of talent. Classroom teachers will provide feedback every term and the SENCO will assist them with teaching strategies and ways that they can help enrich their child's learning through opportunities outside of the classroom with external agencies.

PROVISION IN CLASSROOM


It is essential and insurmountably important for more-able pupils to show their strengths in class and feel challenged. The power of peer group pressure to under achieve will not be underestimated and will be confronted with sensitivity to both parties. Alongside this the case of the "bright but lazy" pupil is also acknowledged and will be targeted for particular challenge and motivation.

Provision within the classroom aims to:

- provide appropriate challenge through high quality tasks for enrichment and extension (providing for different starting points and not "more of the same") growing out of the subject/topic being studied by the whole class;
- provide metacognitive tasks to help them recap and connect previous knowledge with the current one;
- extend pupils' thinking skills through effective questioning, open-ended challenges and higher order thinking skills activities;
- plan work so that extension tasks are always available for able children, allowing for flexibility to adapt to changing needs/directions;
- differentiate appropriately through stimuli, resources, tasks, outcomes and responses;
- provide wide variety in what is prepared for the pupils and in what they are asked to do;
- set individual targets, not class targets;
- set individual homework where appropriate;
- encourage the learner to share and explain their passion;
- homework feedback will include a challenge task which will be based on a research.


- encourage pupils to become independent learners by: organising their own work; carrying out unaided tasks that stretch their capabilities; making choices about their work; developing the ability to evaluate their work and so become self-critical; taking ownership of their learning.

Acting Headmaster

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19 November 2023

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Advisory Board

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