



More Able Pupils Policy



Manor School will have, at any time, a number of extremely able, or talented pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average attainers and sometimes that of children described as well above average for their age.

We believe that we can make a difference in enabling these pupils achieve the greatest possible progress.

Our definition of ability recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess this potential although performance may not currently reflect this.

Academic Ability	higher performance / aptitude than peers in any curriculum area
Physical Talent	sports, games, skilled, dexterity
Visual / Performing Abilities	dance, movement, drama
Mechanical Ingenuity	construction, object assembly (& disassembly), systematic, working solutions
Outstanding Leadership	organiser, outstanding team member, sound judgements
Social Awareness	sensitivity, empathy
Creativity	artistic, musical, linguistic

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases the provision will be extended outside of the classroom. This might also include children attending classes / coaching outside of school.

Aims

We are committed to providing an environment which encourages all pupils to maximise their potential and to ensure that more able and talented children are suitably challenged to an appropriate level.

Entitlement

The class teacher will:

- Take steps to identify more able pupils within their class as soon as possible
- Assess/gather data to support the identification
- Liaise with the More Able Pupil Co-ordinator and parents/carers throughout the time the pupil is in their class
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium & short term plans, as appropriate
- Review provision regularly

Provision

a. Identification

There are a number of ways in which this identification can be carried out. All have pros and cons. The best method is to use a combination of methods, covering as broad a base as possible.

- **Teacher Observation**
- **Subject checklists, subject and general**
- **Formal tests**
- **Parental nomination**
- **Peer nomination**
- **Self nomination**
- **“outside” referral**
- **“signals”** – being aware when a child sends a message.

It is worth remembering that more able pupils can be :

- Good all-rounders
- High achievers in one area
- Keen to disguise their abilities
- Of high ability but with low motivation
- Of good verbal ability but poor written skills
- Very able but with a short attention span
- Very able with poor social skills

b. Strategies that will used to cater for these needs:

- Opportunity to work at increased pace.
- The starting point already reached, not an artificial one to conform with everybody else.
- Less practice at tasks
- Less detailed instructions.
- More independence of study.
- A reduced number of steps in a process.
- Open-ended situations.
- Abstract tasks.
- The need to fail.
- A wide variety of opportunities
- To be treated as a child whatever the intellectual level reached.
- Contact with teachers.
- Creative opportunities
- Programmes for their benefit, not their parents.
- Space to experiment.
- Appropriate question-and-answer sessions.
- Contact with peers
- The opportunity to take risks in an organised way.

Provision for this group of pupils will be monitored through planning, levels of achievement in statutory and non-statutory tests, teacher assessments and interviewing the children to see if they feel challenged in school.