



*Achieving, Caring & Respecting with Confidence*

**Thorpedene Primary School**

# **Academically More Able Policy**

**Reviewed March 2018**

**Signed by Chair of Governors**

**Date:**



## *Achieving, Caring & Respecting with Confidence*

### **Rationale**

***At Thorpedene Primary School we believe in providing the best possible provision for children of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as academically more able pupils according to national guidelines.***

### **Aims**

- *Offer support and guidance to help more able children maximise their potential as valued members of the school;*
- *Provide a broad, balanced and appropriate curriculum for all children;*
- *Provide appropriate differentiated tasks and materials in order that more able are taught at their level and given opportunities to extend their knowledge, skills and understanding;*
- *Create opportunities to develop specific skills and strengths;*
- *Monitor the social, moral, spiritual, cultural and intellectual development of the whole child.*

### **Implementation of Policy**

#### **Definition**

The terminology for this group of learners is varied and ever changing. In the past, the term 'Gifted and Talented', has been used, but now been replaced by the more specific 'academically more able' (Ofsted 2011) and 'most able' (Ofsted Inspection Handbook 2015). Academically more able learners have been described as "those who have abilities in one or more academic subjects such as Mathematics or English." (DfE 2012).

At **Thorpedene Primary School**, our definition of AMA children seeks to recognise those children with a marked aptitude in one or more areas. Children who are identified as being 'AMA' may possess exceptional skill in one or more multiple intelligence areas.

Our definition of more able children seeks to recognise those children who are consistently working at a level at least one year above their academic year group in one or more areas.

## Identification

In the national guidelines, the terms are distinguished as follows:

- *'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. E.g. those children who will be working beyond their own year group bands by the end of the school year.*

At **Thorpedene Primary School** 'AMA' children are usually identified by the class teacher, through observations, assessment against performance checklists and performance on standardised tests of ability. These are shared and discussed with the parents through the normal parent consultation process and with the Head Teacher and Phase Leader through termly child progress meetings.

Identification strategies used by the school include:

- *Standardised ability tests*
- *Assessing Child Performance (Primary Framework)*
- *Use of school checklists*
- *Teacher observation and assessment*
- *Monitoring ongoing classroom open-ended tasks*
- *Discussion with Access and Inclusion Team or Educational psychologist*
- *Discussion with parents/carers*
- *Discussion with children*
- *Information provided by external agencies for example, clubs*

At ***Thorpedene Primary School***, once a child has been identified as AMA in their year group in a core subject area of the curriculum, their name is entered on the school database of **AMA Learners**, so that their progress can be formally monitored and reported upon.

Teachers adapt their teaching to meet the needs of the AMA children. Being recognized as academically more able is not a fixed state of existence, and from one year to the next, the composition of the top 5% of children will vary. This is explained to parents/carers when they are informed that their child has been recognized as AMA.

### **Strategies to Support Children Identified**

At ***Thorpedene Primary School*** children who are working well above the overall age related expectations within their year group should engage with a range of experiences designed to broaden or deepen their learning while working on the same learning objectives in the National Curriculum as their peers. From time to time they may also be accelerating the pace of their learning by working towards objectives chosen from the relevant progression strand from a later year.

Some or all of the following strategies are used to support AMA children:

- *Differentiated planning – stimulus, resources, tasks, outcome, response*
- *Providing appropriate challenge – high quality tasks for enrichment and extension, which will develop from the themes being studied by the whole class*
- *Ability grouping in class, where appropriate, in English, Mathematics, and Science*
- *Ability grouping in sets for Phonics and Mathematics*
- *Varied and flexible grouping based on progress achievements where necessary*
- *Appropriate pace identified in planning*
- *Planning will identify extension tasks for more able learners*
- *Setting individual Next Step targets according to marking policy*
- *Individual homework tasks where relevant*
- *Supporting liaison beyond school for example, music tuition, sports coaches*
- *Opportunities for independent and reciprocal learning*
- *Opportunities to apply skills and knowledge across a range of tasks and contexts*

## Parents

At **Thorpedene Primary School** we encourage parents to take an active role in their child's development.

We offer:

- *Open door policy to promote ongoing informal discussion*
- *Guidance and advice*
- *Encouragement and sharing of views*
- *Formal meetings with teacher at least twice a year*

## Monitoring

At **Thorpedene Primary School** children's abilities are regularly monitored, and where their ability lies within the core subjects, their progress is analysed rigorously. The progress of AMA children is monitored by:

- *Teacher assessment*
- *Parent/teacher consultations*
- *The Senior Leadership Team*
- *The school governors, through the governor with specific responsibility for AMA children*
- *Liaisons with external club providers*
- *The Inclusion Manager*
- *More Able Plans*

## Responsibilities

At **Thorpedene Primary School** the **class teacher** will:

- Take steps to identify AMA children within their class
- Organise assessment with the Inclusion Manager and collect data as appropriate
- Agree, plan and implement appropriate provision in liaison with the Inclusion Manager
- Include provision in planning
- Meet with Inclusion Manager to discuss support strategies

At ***Thorpedene Primary School*** the **Inclusion Manager for AMA Children** will:

- Liaise with and support class teachers
- Collate materials and results
- Keep parents informed
- Maintain the AMA register
- Liaise with outside agencies where appropriate
- Act as mentor if appropriate
- Organise INSET by establishing links with outside agencies and reviewing provision
- Review policies
- Report annually to Governors

### **Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

## **Appendix A**

Academically More Able through Core Curriculum will:

- Perform extremely high on standardised tests of ability and national tests
- Have high achievement in more than one area
- Have high achievement in one area
- Have high ability but low motivation and possibly underachieve
- Have high verbal ability but poor writing skills
- Have high ability with short attention span
- Have high ability with poor social skills
- Make efforts to disguise or hide their ability and consequently underachieve