

The logo consists of the letters 'NPS' in a stylized, yellow, serif font. The 'N' and 'P' are connected at the top, and the 'S' is positioned to the right of the 'P'. The letters are set against a black rectangular background.

Est 1885

# **Policy and Guidelines for the Teaching and Support of More Able Pupils**

## **Statement of Philosophy**

At NPS we believe in providing teaching that makes learning challenging and enjoyable, with all children achieving their full potential. We help children to develop their skills and abilities intellectually, physically, artistically and creatively.

More able children should be given the opportunity to study subjects to a greater breadth and depth. We aim to provide opportunities to develop specific skills and talents. We are also mindful of the importance of our role in helping to develop the whole child and not just one aspect of their abilities. This document outlines NPS practice for working with more able children and illustrates our commitment to them.

## **Definitions**

More able children are those who demonstrate a significantly higher level of ability and/or potential than most children of the same age in one or more curriculum areas or in any of the following:

- ◆ physical activities
- ◆ artistic tasks
- ◆ mechanical ingenuity
- ◆ leadership
- ◆ IQ level
- ◆ creativity.

It is worth remembering that able children can also be:

- ◆ good all-rounders
- ◆ high achievers in one area
- ◆ of high ability but of low motivation
- ◆ of good verbal ability but with poor writing skills
- ◆ very able but with a short attention span
- ◆ very able with poor social skills
- ◆ keen to disguise their abilities.

## **Identification**

In identifying more able children, we make use of data, including the results of termly assessments and a wide range of qualitative data, including teacher assessment, pupil observations and the examination of their work. The school makes sure the identification process is rigorous, transparent and fair. We do not discriminate against any group of children and include children who enrol at any point in the school

Where attainment is not high but there are indications of potential high ability, the school strives to identify that potential and nurture it.

Our aim is to build a comprehensive picture of each child's ability. When a more able child is identified through teacher assessment and professional judgement, further assessment will be carried out through:

- ◆ discussion with colleagues
- ◆ analysis of information from nationally standardised and school-based tests
- ◆ continuous assessment using open/differentiated tasks
- ◆ collation of evidence, e.g. samples of pupils' work
- ◆ discussion with pupil
- ◆ consultation with parents.

### **Whole-school Strategies**

Opportunities for extension and enrichment are built into all our schemes of work.

We aim to:

- ◆ create an ethos where pupils feel good about achieving excellence
- ◆ encourage all pupils to become independent learners
- ◆ provide appropriate resources
- ◆ provide a flexible organisation, offering opportunities for the able pupils to work independently or with older pupils of the same ability when appropriate
- ◆ celebrate achievement
- ◆ offer opportunities for more able pupils to compete or showcase their skills both within school, regionally and nationally
- ◆ involve pupils in decision-making, including being members of the School Council and Buddy Committee and taking further responsibilities.
- ◆ Provide extra-curricular activities where children can enhance and demonstrate their knowledge in a different, specialised setting.

At NPS, more able children are encouraged to carry out additional extension activities including research, mastery tasks and independent interest-focussed tasks. We also use a variety of whole-school strategies, e.g. theme weeks, book week, science week, so that pupils can have greater choice of activity and more responsibility.

### **Classroom Strategies**

We acknowledge the importance of establishing the prior knowledge, understanding and skills children have, to avoid unnecessary repetition of work, which can be demotivating. We are alert to the pupils who are very able but who are underachieving.

Through effective planning, assessment, record-keeping and liaison with children's previous teachers we aim to:

- ◆ establish what they have done previously in order to prevent repetition
- ◆ provide challenges through high-quality tasks for enrichment and extension
- ◆ plan work, so that there is always extension material for the able children
- ◆ differentiate appropriately
- ◆ allow the children to make choices about, and organise, their own work
- ◆ expect them to carry out, unaided, tasks that stretch their capabilities
- ◆ develop their ability to evaluate and check work
- ◆ foster resilience and teach strategies for dealing with new and unfamiliar applications of their knowledge
- ◆ improve study skills.

### **Extra-curricular Activities**

NPS provides a wide range of extra activities for our more able children. Out of the classroom children can:

- ◆ take part in extra-curricular activities and clubs, e.g. sports, arts, music, foreign language and computing
- ◆ take part in local, regional or national competitions, fixtures, quizzes and challenges
- ◆ attend educational visits
- ◆ go on residential trips from Year 4 – Year 6.

**Monitoring**

Teachers assess the progress of more able children through normal classroom practice. Additional monitoring is done by the Head Teacher, SENCo and other members of the Senior Leadership Team who look at children's work regularly. This team also analyse and collate the results of nationally standardised tests, which provide valuable information for future planning.

Reviewed & updated – October 2021