

	<h2>South Bersted CE Primary Able Pupils Policy</h2>
Web and/or Internal	Internal
This policy should be reviewed every	Every three years
Policy approved by Governors	Spring 2017
Date of Review	Spring 2020
Member of staff responsible	Business Manager
Policy created by	WSCC Model Policy, personalised
Signed by Chair of Governors and/or Headteacher	

At South Bersted CE Primary School we recognise that able pupils have particular educational needs which must be met in order to realise their potential. We are committed to the development of this potential into excellence within a caring and challenging environment and recognise that successful provision for able pupils is often linked with an increase in the general level of expectation for all pupils.

AIM

Our primary aim is to create a vibrant, stimulating, happy place where *all* pupils become highly motivated confident learners. We want our children to enjoy making new discoveries, to take risks in their learning, and that their potential in all areas of school life is continually developed.

At our school, we aim to accomplish this for all children within a caring, Christian ethos.

DEFINITION

More able pupils are those pupils who show a marked aptitude in one or more curriculum areas or show outstanding leadership and social awareness. We recognise that children may have outstanding general ability or specific talent in a wide range of areas including:

- Physical talent
- High intelligence
- Mechanical ingenuity
- Acquisition and command of language
- Outstanding leadership and social awareness
- Creativity

IDENTIFICATION

We aim to identify pupils with outstanding abilities in a wide range of areas and by using a variety of methods such as:-

- Focused observations and monitoring by the class teacher
- Observation of other members of staff
- Information from tests/ assessments
- Children working above ARE (Age Related Expectations) in core subjects
- Monitoring pupils who achieved a '3' at EYFS and a level 3 at the end of KS1 (*old National Curriculum*).
- Information from outside agencies
- Information from parents and peers

PROVISION

More able pupils should be offered support, challenge and opportunities in all aspects of school life. Opportunities for curriculum enrichment (adding breadth) and extension (adding depth) will be provided. Able pupils' levels of achievement are taken into account in curriculum planning.

In the classroom the teacher will provide for more able pupils by:

- the differentiation of tasks and provision of extension activities within the weekly planning
- the use of questioning techniques which encourage higher order thinking skills
- enabling able pupils to work with others of like or similar abilities
- offering opportunities for independent learning
- planning activities to develop higher order thinking skills

RESPONSIBILITIES

A register of more able pupils will be kept by the Inclusion Co-ordinator (InCo) and this will be reviewed termly. Class Teachers will communicate the strengths to the pupil's next teacher/school in order to facilitate suitable provision for that pupil by passing on general and subject specific evidence (check lists, work etc.)

The InCo will be responsible for the implementation of this policy.

MONITORING

The progress of all more able pupils is monitored during the half termly Pupil Progress Meetings and by class teachers on a daily basis through their formative and summative assessments, in line with the school's assessment policy.

Subject Leaders will monitor provision for and work of all children identified as able pupils, in their particular curriculum areas.

This policy is monitored by the, Head, Deputy Headteacher and InCo.