

# GILLINGSTOOL PRIMARY SCHOOL

*Inspire ~ Believe ~ Achieve*



## MORE ABLE PRIOR ATTAINING CHILDREN POLICY

Signed ... 

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Chair of Governors

Date: June 2022

Signed  .....

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Date: June 2022

## **Introduction**

At Gillingstool Primary School, we are committed to providing the best possible provision for pupils 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 ensure that we recognise and support the needs of those children in our school who have been identified as 'More Able Prior Attaining Children'.

In the national guidelines the terms are distinguished as follows: The DCSF (Department for Children, Schools and Families), the predecessor of the Department for Education (DFE) defined able learners as: "Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)." They can be identified in any year and amount to 7-10% of the school population. Provision will be made for these children within the normal class teaching.

More Able Prior Attaining Children are defined as those who have abilities in one or more subjects in the statutory school curriculum. They have the capacity for, or demonstrate, high levels of performance in a subject area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

## **Aims**

Our aims are to:

- Provide a high quality curriculum and effective teaching.
- Identify pupils who have above average ability in one or more areas of the curriculum.
- Provide opportunities to extend and challenge pupils through mastery tasks.
- Ensure that pupils achieve their full potential; meeting expected attainment and progress targets by developing children's confidence.
- Provide extra-curricular activities which provide enrichment in different areas of the curriculum.

## **Identification of More Able Prior Attaining Children**

We use a range of strategies to identify most able children. The identification process is ongoing, and begins when the child joins our school.

In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be more able.

Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.

Throughout all key stages, class teachers use standardised tests combined with teacher assessments to identify More Able Attaining Children. This along with prior attainment and current performance supports us in identifying children that are More Able Prior Attaining. Use of an on-going tracking

assessment system allows us to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.

The children undertake national tests in Year 2 and Year 6. Y2 data provides teachers with a benchmark to identify those who are More Able Attaining Children and are working at a greater depth within the curriculum. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress.

### **Characteristics of an able child**

Most able pupils are a diverse group and their range of attainment will be varied.

They are more likely than most pupils to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all most able pupils are obvious achievers. Some may under achieve if their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations.

### **Disadvantaged Most Able Prior Attaining Children**

As with all pupils, the school is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged most able pupils are provided

with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

### **Provision**

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning.

We plan themed enrichment weeks when the normal timetable is suspended and cross-curricular projects, which offer pupils more challenge and responsibility.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

We offer a range of extra-curricular activities for our children. These activities offer the opportunity to further extend learning in a range of activities. Opportunities include a range of sporting and musical clubs.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

We promote celebration of achievements through our Celebration Assemblies and by asking parents to inform the school if their child has an out-of-school award.

### **Monitoring and Review**

Class teachers keep regular records of the attainment and progress for all pupils in their classes or sets in Reading, Writing and Maths, and report each term on the progress and attainment of these pupils.

Teachers discuss the children's progress with parents at the termly consultation evenings and report annually on each child's progress in July.

Subject Leaders regularly monitor the provision for pupils by reviewing the teaching and learning in place. Work samples from the higher achievers will also be monitored and lesson observations across the curriculum will ensure the correct provision for the most able pupils in our school.

The governor with responsibility for the various curriculum areas monitor the school provision for most able pupils. The governor will work with the school's Subject Leads in support of the school's efforts to help these pupils to reach their full potential.