

St Vincent de Paul Catholic Primary School



More Able Policy

*“We are called to be the hands and face of Jesus
as we learn, love and grow together”*

SCHOOL’S OWN VERSION

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Statement of Intent

The staff of St Vincent de Paul School believe that all children should be educated in a way which enables them to work at the highest level consistent with their ability and interest, both for the good of others and for their own satisfaction. We recognise that those of exceptional high ability, in whatever area of human endeavour, require rich and challenging experiences to achieve their potential. We acknowledge our responsibility to identify and make appropriate provision for these children. We believe that this provision for more able and talented children is not in itself separate from other activities of the school but an integral part of it.

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10).

We recognise that an enriching curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals within our community.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that all pupils should be challenged, learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

1. Rationale

Our school provides a broad, balanced, challenging and exciting curriculum, which allows all children to reach their full potential in a enriching, stimulating, inclusive and safe environment.

We strive for all our pupils to be happy, engaged, hard-working, motivated, confident, determined, well-mannered, respectful of others, caring, well rounded citizens and willing to contribute to all aspects of school life. We have outstanding and punctual attendance with all children wanting to be there. We have a learning environment which is welcoming. It is stimulating, exciting, interesting, enabling, safe, creative, motivating, promotes independence, enriching and caters for all learners.

Our curriculum is broad and balanced, reflective of our community and engaging to our learners. The pupils' full potential is achieved. All pupils are supported in developing their physical, social, academic, mental and emotional needs. This includes strong links between school, home and parish. Parents are supportive, work effectively in partnership with the school and assist with their child's development. The school utilises the skills of parents, industry and wider organisations to enrich and develop the curriculum.

2. Definition

At St Vincent de Paul Catholic School, More Able children are those who have the potential to or who are working above age-related expectations in academic or practical subject areas within the school (for example, working at 'Greater Depth' level in accordance with the new National Curriculum).

3. Aims

- To identify more able children.
- To encourage children to take risks and to understand that we learn from mistakes.
- To encourage children to think and work independently
- To provide opportunities and resources so that more able children can deepen their learning
- To set work that challenges, deepens, extends or enriches the children throughout the curriculum where appropriate.
- To ensure that there are opportunities for the children to engage in higher order thinking skills within the curriculum where appropriate.
- To encourage parents to act as partners in extending their children's learning opportunities and developing skills and talents.

4. Roles and Responsibilities

The Headteacher

The Headteacher is responsible for:

- Leading whole-school improvement in more able education
- Allocating a proportion of Pupil Premium and PE Premium funding for more able where necessary
- Encouraging a positive whole school ethos
- Keeping up to date on research and national and local initiatives
- Ensure clear monitoring is in place
- Reviewing the policy
- Linking with outside agencies

Senior Leadership Team

A named member of the Senior Leadership Team will be responsible for:

- Supporting the head teacher in leading whole-school improvement in more able education
- Encouraging identification of more able, gifted and talented pupils
- Disseminating information and offering advice
- Identifying training needs
- Monitoring and reviewing progress

Subject Leaders

The Subject Leaders are responsible for:

- Ensuring policies refer to more able pupils
- Advising staff on the provision for their subjects when required

Class Teachers

Class teachers are responsible for:

- Identifying more able pupils
- Planning for their needs
- Involving parents where appropriate

5. The following strategies are used to identify more able pupils:

At St Vincent de Paul School we understand that there are several different ways that children may be identified as being 'More Able'.

- Teacher/Teaching Assistant Observation ~ staff have a good understanding of the importance of identifying a broad range of abilities and talents. We recognise that it is important to identify those who, at first, do not present as more able as well as those who do.
- Use of Assessment ~ use of assessment tracking. This is particularly useful in identifying the able underachiever. Test Results ~ these include EYFS Profile assessment data, Yr 1 Phonics Screening, Year 6 National SATs tests, reading and spelling tests, standardised test scores, school based tests, (We recognise the limitations of tests as they may not identify an able underachieving child).
- Information from parents ~ we believe that parental information on their child's needs plays a vital role in helping us identify a more able child. Parents can sometimes draw attention to specific skills and talents which their child does not demonstrate in a school situation
- Pupil Self Awareness ~ pupils are encouraged to develop an awareness of their own strengths and areas for development.
- Peer Group ~ a pupil's peer group may offer unexpected insights.
- Whole School Enrichment Activities ~ these not only give us the opportunity to make provision for those children already identified as more able, gifted or talented, but also provide opportunities for observation of those children not yet recognised.
- Extra-Curricular Activities ~ these provide opportunities not only to celebrate achievement but also to assess and monitor an individual child's ability and progress.
- External Experts ~ for example PE Coach, extra-curricular provision, external professionals on trips, visits and workshops.
- Checklists ~ general and subject specific.

6. Provision

Teaching and Learning

We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual abilities and interests. For the majority of pupils identified as more able, provision will be made within normal curriculum planning that will ensure learning is mastered and deepened.

7. Organisation

Classroom Strategies

- Variety of teaching and learning strategies
- Quality first teaching ~ teacher expertise / good subject knowledge / high expectations
- Planned appropriate challenge
- Challenge and pace through a variety of tasks
- Teacher time, intervention and questioning to lead to higher order levels of thinking
- Balance between open ended problem solving, reasoning and closed timed tasks
- Teaching the skills for, and encouraging independent learning
- Emphasis on quality not quantity
- Focus in Early Years on quality focussed child's interactions.
- Resources ~ available and at a suitable level
- Appropriate and effective feedback
- Time for reflection during lesson time
- Promoting a Growth Mindset and the language associated with it
- Zones of Regulation Whole School Strategies
- Positive whole school ethos ~ this is approached through PSHE, Circle Time and Assemblies to enhance respect for pupil diversity
- Enrichment Weeks and activities
- Specialist Teachers
- Residential Trips, class trip and visits
- Workshops and visitors
- Extra-Curricular Clubs
- Cross Phase opportunities and sharing
- Additional Opportunities ~ for example competitions, challenges, productions, concerts

8. Equal Opportunities and SEND

At St Vincent de Paul every child is valued, respected and challenged. We believe in excellence and opportunity for all children. We believe that all children have the right to fulfil their potential in a challenging, supportive and enjoyable way. We are aware that pupils who have Special Educational Needs in certain areas of the curriculum may in fact be more able in other areas of the curriculum.