



**BROADWATER**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

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## More Able Pupils Guidance

### **Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)**

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

*The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22*

It is this fruit that, in partnership with parents, we will instil in the children of our school.

# More Able Pupils Guidance

## INTENT

At Broadwater C of E Primary School we aim to provide for the needs of the academically more able child within the context of challenge for all pupils. Academically more able pupils will be encouraged to realise and fulfil their full potential in all areas of the curriculum and school life.

### Aims

To identify and recognise the potential of pupils and to offer a curriculum that provides challenging, motivating and enriching activities to enable them to achieve this fully.

### Definition

The 'Academically More Able' cohort comprises of 5-10% of the school population each year.

The pupils identified in the cohort will be achieving, or have potential to achieve, significantly in advance of the average for the year group in the school.

Pupils can be identified as:

- 'All rounders'
- Those with a significantly high ability in one or more subject area.
- Those 'deep thinkers' with significantly better than average thinking skills

### Gifted and Talented

Gifted and talented children fall under a different category which recognises that some children have talents that are 'non-academic' e.g. gymnastics, art, football etc. These talents and gifts are recognised and celebrated in school and will be supported where possible. e.g. children might be selected for a competition because of their talent. The school keeps a register of the gifts and talents that they are aware of.

### Identification

A wide range of identification procedures are used in order to identify the academically more able pupils.

- Analysis of whole school assessment data including information from tests e.g. SATs, National Curriculum, Internal tests.
- Monitoring individual pupils' rates of progress over time.
- Nomination by adults or peers and teacher assessment processes.
- Monitoring and evaluation of children's responses to given tasks.
- Recommendation by outside agencies.

## IMPLEMENTATION

### General Overall Approach

Provision for academically more able pupils will be made to broaden and extend skills and understanding which will include:

#### I. In the Classroom

- Adapted work and resources
- Supplementary tasks and extension activities e.g. problem solving, investigations, research activities

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- Development of higher order thinking skills
2. Outside the classroom
    - Enrichment courses where applicable.
    - Subject clubs
  3. Social and Emotional Support through Circle Time, Social Skills Groups
  4. Mentoring by adults and other pupils

### Roles and Responsibilities

#### **All staff have an equal responsibility and will:**

- Identify the training needs within the school with regard to academically more able pupils
- Provide training and advice for class teachers and teaching assistants in differentiating for academically more able pupils.
- Monitor written plans and resources for academically more able pupils
- Liaise with subject co-ordinators, the Head Teacher and the Assessment Co-ordinator
- Liaise with class teachers regarding pupils on the academically more able pupils register
- Liaise with the academically more able pupils' co-ordinators at partner primary and secondary schools (e.g. Worthing High)
- Identify children to attend the Pupil Enrichment courses each term

#### **The Head Teacher will:**

- Monitor the provision in the classroom for academically more able pupils, including use of resources
- Liaise with the staff and Governing Body regarding provision for academically more able pupils
- Liaise with the academically more able pupils' co-ordinators at partner primary and secondary schools (Worthing High)

#### **The Class Teacher will:**

- Identify and monitor the progress of academically more able pupils
- Incorporate provision for academically more able pupils in their medium and short-term plans
- Provide differentiated, purposeful, challenging tasks and activities
- Extend questioning to challenge the academically more able pupils
- Provide information and feedback to the senior management team at progress review meetings
- Use teaching assistants appropriately to work with academically more able pupils
- Give challenging and extended homework when appropriate

#### **The Governing Body will:**

- Provide a named Governor to be the link Governor for academically more able pupils
- Support the school with adequate provision for materials and resources to enable academically more able pupils to be provided with the opportunity to reach their full potential

## More Able Pupils Guidance

**This Guidance should be read in conjunction with:**

Teaching & Learning Policy

Curriculum guidance documents

Homework Policy

Planning Assessment Recording Reporting (PARR)