

PROVISION FOR MORE-ABLE CHILDREN

Introduction

At Crosshall Infant School we are committed to providing high quality education for all our pupils. We endeavour to develop each child's full potential in all areas, whether academic, artistic, physical, social or spiritual. We celebrate children's particular talents and actively promote achievement; allowing each pupil to learn in an environment which encourages them to maximise their potential, at a pace that is appropriate for them. We believe a rich, challenging and stimulating curriculum will benefit all children, some of whom will be more able than others. The recognition and meeting of the needs of more-able pupils will raise expectations, create a culture where success is valued and therefore raise standards throughout the school community.

1. This policy recognises that a number of children in our school have particular strengths in one or more aspects of the curriculum. These children are considered to be more-able children (or occasionally 'Exceptionally Able').

School Contacts

2. Headteacher: **Mrs Rebecca Sawford**

Co-ordinator for More-able Children: **Mrs Rebecca Sawford**

Mission Statement

3. The Staff and Governors of the school are committed to the following statement:

"Learning for Life"

Our School Values are the Crosshall 5 C's:

Confident	Curious	Creative	Caring	Co-operate
I am Sidney Squirrel I persevere I keep going I ask for help I never give up	I am Oscar Owl I ask lots of questions I look for patterns and connections I ask 'what it...?' I always want to find out more	I am Bella Butterfly I use my imagination I think up new ideas and questions I like to try different ways of doing things	I am Lily Ladybird I am kind and caring I look after my friends I can talk about how I am feeling I understand how others might be feeling	I am Bertie Bee I work well with others I listen to others I share my ideas I ask when I don't understand

As an effective school our philosophy, reflected by our Mission Statement and aims, facilitate high achievement for more-able children. The school strives to ensure that the potential of all children is developed by providing appropriate provision.

Definition

4. A more-able child is one who demonstrates a significantly higher level of ability than most children of the same age in one of the following:
- General intellectual ability (high intelligence)
 - Specific academic aptitude (English, Mathematics, Science, Humanities)
 - Aptitude in Information and Communication Technology (ICT)
 - Creativity (Music, Art, Drama, Design Technology)
 - Physical Education (PE)
 - Outstanding Social Skills

It should be noted that a child may have outstanding strengths but severe weaknesses in other areas, for example, a child with a communication disorder.

It is very important to recognise that whilst some children have high all round ability a much greater number excel in specific areas.

More-able children may:

- Be good all-rounders
- Be high achievers in one area
- Have high ability but low motivation
- Have high potential but be underachieving
- Have good verbal ability but poor writing skills
- Be very able with short attention span
- Be very able with poor social skills

The needs of More-able children:

5. (Characteristics as defined by The National Association for Able Children in Education (N.A.C.E))
- The opportunity to work at an increased pace
 - To operate from their appropriate starting point, not an artificial one to conform with everybody else
 - To require less practice at tasks, not more
 - Less detailed instructions
 - More independence of study
 - A reduced number of steps in a process
 - Open-ended situations

- Abstract tasks
- The need to fail
- A wide variety of opportunities
- To be treated as a child whatever the intellectual level reached
- Contact with teachers
- Creative opportunities
- Programmes for their own benefit not their parents
- Space to experiment
- Appropriate question and answer sessions
- Contact with peers and/or adults of similar interests and capabilities
- The chance to take risks in an organised way

Identification

6. Identification is a continuous process across the school. It is flexible and inclusive, recognising a wide range of abilities and talents. We identify the specific abilities and talents of all children rather than label a particular group as more-able. This is achieved by on-going teacher assessment and moderation within teams and through discussion with the child and consultation with the child's parents/carers (please refer to Assessment Policy). Children who are identified as more-able are recorded on the More-able register, completed each term.

We recognise that not all more-able pupils are obvious achievers. Poor behaviour and/or under achievement may also be indicators that a pupil is more-able. The potential of some more-able pupils may be masked by frustration, low self-esteem, lack of challenge and low expectation.

Provision

7. All children have access to a broad, balanced and differentiated curriculum, according to their individual needs. Provision for the more-able child is not separate from our general provision but builds on it through enrichment and extension.

We will encourage intellectual risk taking and higher order thinking through the use of questioning techniques employed by staff. Using higher order questions allows us to challenge and develop thinking skills (analysis), creative thinking, speculation, evaluation, justification, inference, hypothesis and synthesis.

Planning and Organisation

8. Planning for more-able children is a part of effective differentiation. This includes:
- Ability groupings in Mathematics and English

- Mixed ability groupings where open-ended tasks are set in different areas of the curriculum
- Work set for more-able children to access their learning at a greater depth.
- Children may work with a TA or teacher during class time to extend and deepen learning

Our planning ensures that all children are sufficiently challenged. Planning is in the form of a year plan, half termly and weekly plans.

School Strategies

9. In order to facilitate high achievement for all children the following strategies are implemented. We aim to:
- 'Include' all children having an awareness of ethnicity, bilingualism, gender and social circumstances.
 - Create a Growth Mindset ethos where 'having a go' is valued as much as 'getting it right'
 - Create a school climate which encourages all children to achieve their potential.
 - Provide opportunities to challenge all children through appropriate intervention and challenging questioning.
 - Provide opportunities for extension and enrichment.
 - Encourage all children to be independent learners, make choices and to take responsibility.
 - Set individual targets with children, giving them a goal to work towards.
 - Recognise achievement in various forms.

Parents and Community Partnership

10. We are committed to working with parents and the wider community recognising their important role in being joint educators in children's learning, as outlined in our Parent and Community Partnership policy.

Continuing Professional Development

11. We actively encourage the professional development of all staff relating to high-quality teaching and learning for all learners, including those that are more-able. We achieve this through:
- Attendance at relevant courses and training days
 - Guidance from NACE
 - Opportunities to share good practice.

Role of Co-ordinator

13. The co-ordinator for more-able children is responsible for ensuring that:
- All staff understand and adhere to this policy.
 - There is on-going professional development of staff through appropriate training.
 - Appropriate resources are available which includes a variety of reference material.
 - Data is reviewed at data review meetings and provisions are in place to support the relevant children.

Conclusion

14. In implementing this policy we recognise the needs of more-able children. Provision for these children is not in itself separate from other activities in the school but an integral part of it.

Appendix:

More-able Register.

Approved: April 2025

Next Review Due: April 2026