



Academically more able

Academically more able pupils at Croft Church of England School will pursue academic excellence across the curriculum. They will be curious, critical and analytical in their approach and will regularly seek to go beyond the core learning achieved during lesson time.

They will make links within and cross the curriculum. They will be able to self-regulate and self-direct their own learning to a significant degree, identifying areas of development. They will be able to clearly articulate their opinions on a range of academic topics and engage in lively, thoughtful academic discussion.

They will regularly pursue their own learning for learning's sake, without the need for close teacher-direction.

What is an academically more able student?

An academically more able student has the potential to achieve to a high standard in particular skills and areas, often above and beyond, exploring to a greater depth than what is expected for their age group. This can include written and oral skills, logic and problem solving, creative and imaginative thinking or artistic and sporting ability. More able students will display a passion for the subject, evident through their enthusiasm, questioning and deeper thinking in lessons.

How do we identify more able learners?

Emphasis is placed upon an individual's potential to achieve and not just their current level of achievement. We believe that it is important to encompass a range of methods, looking beyond test results and teacher assessment. All learners are given opportunities to reveal their abilities across the curriculum. Teachers provide opportunities and challenge during lessons to allow all learners to aspire. The process of monitoring more able learners is ongoing.

Intent

Learning for the more able and talented in our school is a journey for pupils that will enable them to make maximum progress, whilst continuing to develop a true appreciation and love of learning within their area of talent or ability and across the curriculum.

Our learners, through the development of their abilities or talents, will develop higher order thinking skills and the communication skills needed to share their skills. This will ensure they have a hands-on and active role in their own learning- therefore ensuring to make the best progress possible.

Staff within the school support this through intervention and timely involvement to build upon and progress learning further. Alongside staff involvement, children benefit from open ended and reasoning opportunities, developing their problem-solving abilities.

A growth mindset helps to ensure our children view challenge with a positive approach. At Croft we encourage our values of Curiosity, Respect Opportunity, Future and Togetherness are intertwined into all that we do and these learning behaviours support our children to becoming learners for life.

Implementation

When planning lessons, teachers are aware and have identified those more able learners and this ensures that the planning meets and challenges their individual needs. We give children the opportunity to

show what they know, understand and can do. This we achieve in a variety of ways when planning for children's learning, such as through: □ use of probing questions both verbal and written; The Big Question approach to learning which enables teachers to delve into the knowledge and potential learning gaps of the children and allowing the children opportunities and risks that may sometimes fail to progress problem solving and reasoning- both verbal and written.

Both teaching staff and support staff within the school differentiate when teaching and planning. Progress of the children is reviewed, enabling a fluidity to move between groups that will ensure the appropriate level of challenge.

We encourage children to find their own alternative way of carrying out tasks, considering their imagination and creativity.

Pupil's talents in school are celebrated in weekly whole school assemblies and marking and feedback within their books including verbal feedback within the lesson.

Sporting talents are celebrated through school competitions and sports clubs.

Children's talents from outside of school are also celebrated within our whole school assemblies through sharing picture of events, medals and trophies.

Subject leaders, class teachers and the Senior Leadership Team are clear that those more able learners will not fit into a mould. They have a higher-than-expected attainment within one or more subject but not in others.

Ongoing strategies to identify our more able and talented learners include:

- In FS we discuss with the parents and their previous setting about the child's skills and interests.
- Throughout the year in FS-Year 6, teachers actively seek out the talent and ability among their class and this helps within the development of provision to challenge these learners within school.

Students are encouraged to read widely around the subject areas that they love to expand their wider knowledge of a subject, allowing further exploration and questioning.

Impact

Impact is measured by the child's progress against their expected outcomes and their ability to meet the key aims of the National Curriculum or Early Learning Goals (EYFS).

The impact of learning will be assessed using:

- End of key stage statutory assessments (SATS)
- Termly tests and assessments
- Teacher assessment
- Pupil progress meetings
- Book scrutinies
- Learning walks
- Data analysis

The impact of our approach will depend what area a pupil's talents or abilities focus on but may enable our pupils to:

☑ discuss, record, interpret and communicate ideas and information in a variety of ways, including pictorial, verbal or in written form;

☑ use personal skills and qualities, including use of a growth mind-set, our CROFT values- Curiosity, Respect Opportunity, Future and Togetherness.

These are some of the ways that children are put onto the More Able register.

What do we as a school aim to do?

We aim to identify who we think our more able students are and this is an on-going process, done through the compiling of the academically more able register for students across the school. The register firstly consists of students who are performing outstandingly in a subject area, and secondly of students who are performing outstandingly in multiple subject areas across the curriculum.

This register is compiled using student attainment data and teacher nominations. These nominations recognise not students' current level of achievement against age related expectations, but also their potential, passion for a subject, enthusiasm, questioning and deeper thinking in lessons. This register will regularly be reviewed by teaching staff to reflect the mixture of on-going assessment and observations made.

Homework

Home learning is appropriately planned and monitored to meet the individual needs of all children. To enable parents to support their children, reading records are provided and parents are encouraged to monitor their child's reading habits by recording at regular intervals. Appropriately differentiated phonics homework / spellings are also provided on a weekly basis as well as Maths homework.

One example of our more able students is through our school council

These children display our CROFT values and they are a team of students from FS-Year 6 who are involved in shaping the way that our school is run and developed. These children were selected due to their confidence and talent when speaking and listening to both their peers, the other children in the school and with the other representatives of the school council. This helps to develop their understanding of the needs of others and working together.