



# **BOURTON MEADOW ACADEMY**

## **MORE ABLE POLICY** **Sept 2016**

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### **More Able Policy**

#### **Rationale**

At Bourton Meadow Academy we recognise the need for all pupils to realise their potential, including those who are more able. It is important that, equally, all children are challenged and given the opportunity to excel. Facilitating this, we aim to provide appropriate provision in order that the more able pupils are able to reach their full potential.

#### **Definition**

There is no universally accepted definition of what constitutes a particularly able learner, partly because being particularly able is not a fixed state of mind.

The Buckinghamshire Learning Trust defines such pupils as “children with one or more abilities developed to a level significantly above their year group, or with the potential to develop these abilities.”

A more able pupil is defined as having abilities in one or more academic subjects, such as Maths or English.

A pupil is also considered more able if they excel, or have the ability to excel, in practical skills, such as Sport or Drama.

Other skills that can make more able learners are leadership, decision making and creative/critical thinking.

A child is defined as more able in comparison to their cohort, thus making it contextual and relative to the school.

At Bourton Meadow Academy we assume a norm of around 5 - 10% of each year group. It allows for flexible development and does not assume that ability is unchanging.

Some children may be performing at an exceptionally high level in one or more subjects. This is a rare occurrence and in these cases an individual learning programme is set. This may be the top 5% of the school population.

#### **Aims**

- To foster an achievement culture across the school which celebrates both effort and achievement in a wide range of areas, of all pupils, including the more able.

- To identify the pupils achieving beyond their peers and to make appropriate provision, which stretches them in areas of strength and develops them in areas of relative weakness.
- To identify the pupils with the potential to perform at a level beyond their peers and to make appropriate provision which provides breadth in their areas of strength and develops them in areas of weakness.
- To provide an appropriately challenging curriculum through extension and enrichment activities for all pupils as well as acceleration, if appropriate.
- To support effective transition of more able children between year groups, key stages and secondary school.
- To increase attainment of potentially able pupils, ensuring that they exceed expectations and that more achieve within level 6 by the end of key stage 2.

### **Identification**

Bourton Meadow Academy has clear guidelines for identifying more able learners (Appendix 1). It is seen as a whole school approach, involving teachers, support staff, pupils and parents.

Monitoring will take place termly in order to ensure that children access the most appropriate provision for their needs. Pupils will be discussed specifically at pupil progress meetings with the Deputy Headteacher, Inclusion Manager and class teachers. Monitoring will also take place through observations of teaching and learning, work scrutiny, planning scrutiny and conversations with the more able children.

Criteria for identification will include:

- Foundation Stage Pupil Profile
- End of key stage 1 attainment
- Reading age and spelling age scores
- Standardised scores in verbal and non verbal reasoning tests
- Observation of classroom learning behaviours
- On-going school assessments, including during open ended tasks
- Work scrutiny, including homework
- Conversations with parents/carers
- Conversations with individual pupils
- Suggested - Sherlock folder/book – to record comments and tasks in which the child has excelled or thought ‘outside the box’

A list of typical, but not exclusive, traits of the More Able learner is outlined in Appendix 2. Those children who have the potential to be More Able learners

must also be recognised and a checklist of typical, but not exclusive, traits shown by underachievers is outlined in Appendix 3.

Once pupils are identified as more able they should be included on the year group intervention map and any extra provision should be outlined.

The teacher who has identified the More Able child will need to fill in an identification form (Appendix 4) and give this to the More Able Coordinators so that the child can be added to the More Able register.

The child will also complete a 'Personal Learning Profile' (Appendix 5) in order that their teacher can learn more about them, allowing for more personalised learning. This will travel through the school with the child, being updated each year.

The parents of the More Able learner will also be asked to share a profile of their child. See Appendix 6 for a Parent Questionnaire.

The More Able Register is a fluid document and children can be added or removed at any point over the year. It is acknowledged that some children may have been added to the register but subsequently not meet expectations. However, it is worth remembering that these children may have been subsequently been deprived of opportunity to develop or demonstrate their ability, a situation which will need to be redressed. The purpose of maintaining a register is to allow us to monitor, provide opportunities and encourage children to make the most of their ability. We aim to maximise their potential and if in any doubt we would leave them on the register.

### **Provision**

- Varied and flexible grouping within the classroom
- Setting in Maths throughout the school
- Withdrawal of more able pupils for higher level work in small groups
- Ensuring sufficient challenge and support for more able PP
- Ensure equality of provision
- Providing breadth of open ending problem solving tasks and leadership opportunities
- Establishing links with the local community to allow more able pupils to benefit from external provision
- Giving opportunity for pupils to work with, and to be in competition with, more able learners in the school
- Providing the means to enter competitions both within school and locally for more able learners
- Provision of challenging reading books in every classroom for more able readers
- Providing work books for more able children to collect ideas and celebrate their achievements both in and out of school
- Celebration assemblies to celebrate achievements in and out of school
- Teaching thinking in a subject context

- Asking higher order questions which encourage deeper learning and accelerated progress (Blooms Taxonomy – Appendix 7)
- Setting challenging targets
- Opportunity to learn a musical instrument and encouraged to enter for music exams
- Giving opportunity for more able learners to mentor and explain to their peers
- Providing pastoral support, including peer support, for very able pupils as required
- Opportunities to share best practice.

The main areas of provision are outlined in Appendix 8

A planning checklist for More Able children is provided in Appendix 9

### **Provision in Early Years**

At Bourton Meadow, we recognise that provision for more able learners in the Early Years and Foundation Stage should focus on the following points:

- It is important to focus on creativity
- A child's natural drive is for broad, rather than tunnelled experiences
- Long term social and emotional literacy is all important
- Early years provision focuses on personalisation and the learning experience should be tailored to the individual
- Children also need the experience of working in a group in a collaborative way

### **Monitoring of Provision**

Monitoring and evaluation will be carried out by:

- the Head teacher
- the Coordinators responsible for overseeing the More Able provision
- members of the Senior Leadership Team

Monitoring exercises will include:

- Scrutiny of medium and short term planning and feedback
- Classroom observations and drop ins with feedback
- Reviewing pupils work, book scrutiny and work sampling
- Analysis of test data and papers
- Monitoring of assessment
- Work moderation
- INSET, staff training and CPD

Policy Written: January 2015

Review Date: January 2016

## APPENDIX 1

### The Identification Process

#### Prior to Term 1

- Look at the evidence (test scores, anecdotes, work samples, Personal Learning Profiles, children already on the More Able register).
- Select those children who are likely to be More Able learners.
- It is suggested that a class 'Sherlock' folder/book is set up in order to note down anything that takes place spontaneously that demonstrates a child's 'More Able' ability. Once established, this could be passed up each year.

#### Term 1

- Parents, of those children who may be More Able learners, asked to, informally, share a profile of their child with their child's class teacher.
- Class teachers to nominate More Able learners.
- More Able learners should be added to the year group intervention schedule.
- More Able learners added to the register
- Complete More Able Pupil Profile

#### Continuous – By end of Term 1 and throughout Term 2 and 3

- Gather spontaneous evidence (Sherlock information) and further work samples.
- Add new More Able learners to the register and intervention schedule.

#### Evaluation – Term 3

- Review the identification process and adapt as required.
- Review More Able register – should anyone be removed or added?

## APPENDIX 2

### Identifying More Able Learners

#### Common Traits of More Able Learners – to aid identification

- Learns rapidly
- Extensive vocabulary
- Excellent memory
- Reasons well
- Strong curiosity
- Mature for age
- Good sense of humour
- Keen observation
- Compassion for others
- Vivid imagination
- Long attention span
- Ability with numbers
- Concern with justice, fairness
- Sensitivity
- Wide range of interests
- Ability with puzzles
- High energy level
- Perfectionism
- Perseverance in interests
- Questions authority
- Avid reader
- Prefers older companions

This list has been taken from:

**National Association for Gifted Children 2011 – 2013**  
**[www.nagcbrtain.org.uk](http://www.nagcbrtain.org.uk)**

Other, more specific, profiles can be found on the Potential Plus website for the successful, the creative, the at-risk, the dual or multiple exceptional, the underground and the autonomous learner:

[http://www.potentialplusuk.org/new\\_schools\\_main.php?contentid=442&webid=425#.VLZDpP2zXIU](http://www.potentialplusuk.org/new_schools_main.php?contentid=442&webid=425#.VLZDpP2zXIU)

## APPEDIX 3

### Underachievement

Not all More Able children are achieving their full potential.

Underachievers are identified by the Class Teacher by analysing the Children's performance over the course of a half-term. Children's progress is tracked against their expected progress and as soon as they fall below their target line, provision is put in place to help prevent underachievement. In half termly progress meetings, these children are identified to the Senior Leadership Team and reasons for underachievement are discussed.

Common Traits of Children Who Underachieve:

- Poor study habits of children
- Inconsistent work
- Lack of concentration
- Day dreaming
- Disorganisation
- Non completion of work
- Anti – school attitudes
- Orally good but with poor written work
- Apparently bored
- Restless and inattentive
- Absorbed in private world
- Tactless to adults or children
- Impatient with slower learners
- Friendly with older children
- Self-critical
- Poor social relationships with teachers and/or pupils
- Emotionally unstable

APPENDIX 4

PUPIL PROFILE FOR MORE ABLE REGISTER		
<b>NAME:</b>		<b>YEAR:</b>
<b>D.O.B.</b>	<b>CLASS:</b>	<b>GENDER:</b>
<b>ETHNIC GROUP:</b>		
<b>MORE ABLE SUBJECT AREA/S:</b>		
<b>DATE OF IDENTIFICATION:</b>		
<b>IDENTIFICATION MADE BY:</b>		
<b>SUBJECT AREA</b>	<b>CURRENT LEVEL</b>	
<b>OTHER ASSESSMENT DETAILS: (CAT SCORE, IQ, READING AGE, VESPARCH SCORE, DYSLEXIA ETC)</b>		
<b>OUT OF SCHOOL PROVISION:</b>		
<b>ADDITIONAL NOTES:</b>		
<b>PLEASE ATTACH:</b>		
<ul style="list-style-type: none"> <li>• PARENTS PROFILE OF THE CHILD</li> <li>• PUPIL PROFILE (PASSPORT)</li> <li>• YEAR GROUP PROVISION MAP</li> <li>• DETAILS OF MEETINGS WITH PARENTS/OUTSIDE AGENCIES</li> </ul>		
<b>MONITORING OF PROVISION WILL TAKE PLACE TERMLY</b>		

APPENDIX 5

Personal Learning Profile

NAME	
CLASS	
WHAT IS SCHOOL LIKE FOR YOU?	
WHAT DO YOU DO BEST?	
WHAT DO YOU STRUGGLE WITH?	
WHAT HAPPENS IN THE LESSONS YOU ENJOY THE MOST?	
WHAT HAPPENS IN THE LESSONS YOU ENJOY THE LEAST?	
WHAT ARE YOUR FAVOURITE TOPICS AND/OR HOBBIES?	
WHAT ADVICE WOULD YOU GIVE TO A TEACHER WHO WANTS TO TEACH YOU WELL?	

APPENDIX 6

Pupil Profile Questionnaire  
 Questionnaire for Parents / Carers to support the identification and  
 understanding of More Able Learners

NAME	
CLASS	
WHAT DOES YOUR CHILD DO BEST?	
WHAT SINGLE ACHIEVEMENT IS YOUR CHILD MOST PROUD OF?	
WHAT SORT OF PEOPLE DOES YOUR CHILD MOST LIKE TO BE WITH?	
WHAT DO YOUR FRIENDS MOST ADMIRE IN YOUR CHILD?	
WHAT DOES YOUR CHILD MOST ENJOY ABOUT SCHOOL?	
WHAT ASPECT OF SCHOOLWORK DOES YOUR CHILD MOST ENJOY?	
WHAT DOES YOUR CHILD MOST LIKE DOING AT HOME?	

WHAT SEEMS MOST IMPORTANT TO YOUR CHILD AT THIS TIME IN THEIR LIFE?	
WHAT IS YUR CHILD MOST INTERESTED IN?	
HOW DOES YOUR CHILD SPEND THEIR FREE TIME?	
WHERE DO YOUR CHILD'S TALENTS LIE?	

## APPENDIX 7

### Blooms Taxonomy

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behaviour important in learning. Bloom found that over 95 % of the test questions students encounter require them to think only at the lowest possible level...the recall of information.



Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

As teachers we tend to ask questions in the "knowledge" category 80% to 90% of the time. **These questions are not bad, but using them all the time is.** Try to utilize higher order level of questions. These questions require much more "brain power" and a more extensive and elaborate answer.

Cont'd

Below are the six question categories as defined by Bloom.

<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• remembering;</li> <li>• memorizing;</li> <li>• recognizing;</li> <li>• recalling identification and</li> <li>• recall of information</li> </ul>	<ul style="list-style-type: none"> <li>○ Who, what, when, where, how ...?</li> <li>○ Describe</li> </ul>
<b>COMPREHENSION</b>	<ul style="list-style-type: none"> <li>• interpreting;</li> <li>• translating from one medium to another;</li> <li>• describing in one's own words;</li> <li>• organization and selection of facts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>○ Retell...</li> </ul>
<b>APPLICATION</b>	<ul style="list-style-type: none"> <li>• problem solving;</li> <li>• applying information to produce some result;</li> <li>• use of facts, rules and principles</li> </ul>	<ul style="list-style-type: none"> <li>○ How is...an example of...?</li> <li>○ How is...related to...?</li> <li>○ Why is...significant?</li> </ul>
<b>ANALYSIS</b>	<ul style="list-style-type: none"> <li>• subdividing something to show how it is put together;</li> <li>• finding the underlying structure of a communication;</li> <li>• identifying motives;</li> <li>• separation of a whole into component parts</li> </ul>	<ul style="list-style-type: none"> <li>○ What are the parts or features of...?</li> <li>○ Classify...according to...</li> <li>○ Outline/diagram...</li> <li>○ How does...compare/contrast with...?</li> <li>○ What evidence can you list for...?</li> </ul>
<b>SYNTHESIS</b>	<ul style="list-style-type: none"> <li>• creating a unique, original product that may be in verbal form or may be a physical object;</li> <li>• combination of ideas to form a new whole</li> </ul>	<ul style="list-style-type: none"> <li>○ What would you predict/infer from...?</li> <li>○ What ideas can you add to...?</li> <li>○ How would you create/design a new...?</li> <li>○ What might happen if you combined...?</li> <li>○ What solutions would you suggest for...?</li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• making value decisions about issues;</li> <li>• resolving controversies or differences of opinion;</li> <li>• development of opinions, judgements or decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ Do you agree...?</li> <li>○ What do you think about...?</li> <li>○ What is the most important...?</li> <li>○ Place the following in order of priority...</li> <li>○ How would you decide about...?</li> <li>○ What criteria would you use to assess...?</li> </ul>

From – Jan 06 <http://www.educationforum.co.uk/HA/bloom.htm>

## APPENDIX 8

How to ensure breadth, depth and pace in a variety of ways:

- **1. Enrichment** - *'go wider'*

Children are asked to show originality and multi-task regularly throughout the curriculum.

- **2. Extension** - *'go deeper'*

Different ways of thinking – Taken from BLOOM'S TAXONOMY

- **Know** – describe, explain, when;
- **Understand** – describe in own words, compare and relate;
- **Apply** – how can you use it?, demonstrate uses;
- **Analysis** - distinguish, outline, visualise, discriminate, solve;
- **Synthesis** – how might it be different, create in your own way, combine, create, design;
- **Evaluate** – how can you judge.

Make own extension task - based on the learning objective.

- **3. Acceleration** - *'go faster'*

Children are expected to go faster during certain activities and on occasions may work with children from an older year group.

- **4. Independence** - *'go it on your own!'*

Children are expected to choose their own way to respond to certain tasks, as well as self learning to a certain extent, by linking known facts.

- **5. Self-Initiated Study**

Children are provided with opportunities to personalise their learning experience through self- initiated study sessions. Study can be self-initiated in a variety of ways, for example through children thinking of open questions / research projects to investigate.

- **6. Peer teaching**

Children are challenged by giving them the opportunity to peer teach. This could be by asking a group of more able children to teach the class an element of their challenge in a plenary; or by challenging children to plan and deliver short lessons or parts of lessons to their peers / children in other year groups.

APPENDIX 9



