

Here in the St. Polycarp's Family we follow in the footsteps of Jesus through playing, praying, loving and learning together.

St Polycarp's Catholic Primary School



More Able Provision

Review Date: February 2025

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Effective Provision for More Able Provision in Primary Education

Rationale

- At St. Polycarp's Catholic Primary School we recognise pupils as individuals with unique abilities, gifts and talents, we therefore create opportunities for all abilities to ensure all children have the opportunities to flourish.
- The more able provision initiative is an integral part of the schools' improvement plan, to challenge and extend the thinking of all its pupils via a broad and balanced curriculum.
- This policy links into the general school aims and philosophy and other school policies.

Aims

In catering for able pupils, the schools aim to achieve:

- An entitlement to an appropriately challenging education across the curriculum
- Opportunities to develop specific skills or talents
- Strategies to heighten motivation and raise aspirations to fulfil potential
- Where necessary, support for the emotional well-being of the child.

Definitions

- The term 'More Able' is used to define those who have high abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE - 'talented' learners have been defined as those who have distinct abilities in art and design, music, PE or performing arts such as dance and drama.
- Children may also be more able in any of the following areas e.g. all round intellectual ability, specific strength in one or more subject area, advanced social / leadership skills.

Identification

- The identified cohort will be representative of the social, gender, economic and ethnic composition of the school.
- More Able children are identified through a broad range of quantitative and qualitative measures: e.g. testing, personal knowledge from parents and past teachers, teacher nomination.

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Organisational

- At St. Polycarp's School the More Able and Talented lead is responsible for leading on the provision of More Able and Talented learners e.g. implementing and evaluating the policy, monitoring and evaluating provision and progress, identifying additional needs.
- From the assessment of needs throughout the school the More Able and Talented lead along with SLT will act to ensure there is suitable provision to stretch and challenge children identified.
- Channels of communication will be reviewed to ensure they are clear and effective.

Provision in the classroom this includes:

- Developing an effective and secure learning environment (e.g. new technologies, resources, celebration of achievement)
- A relevant and challenging mastery curriculum offering challenging learning pathways
- Sharing a range of flexible learning strategies to meet the needs of able pupils and able underachievers (to include specific strategies i.e. higher order thinking skills, problem solving, independent learning etc.)
- Encouraging learners to reflect on the process of their own learning (i.e. to understand the factors that help them make progress and link learning to wider applications).

Beyond the classroom may include:

- Specific More Able school clubs
- Enrichment opportunities
- Partnerships with other schools in the Farnham Confederation and Xavier Trust
- Visits from/collaboration with outside agencies.

Social and emotional needs / ethos

- High achievement will be recognised and celebrated through celebration assemblies, certificates and opportunities to attend additional events.

Partnerships beyond the school

- Support for gifted and talented provision is enhanced by home/school partnerships and other relevant opportunities

Transfer and transition

- The school will ensure that the needs of able pupils are identified and met at all points of transition to inform planning and ensure progression. Systems are in place for transfer of information e.g. meetings with secondary schools.

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Monitoring and Evaluation

- Whole school tracking and teacher assessment is updated on Target Tracker and evaluated termly at Pupil Progress Meetings.
- Assessment for learning (both formative and summative) leads to individual target setting.
- Self- assessment allows pupils to reflect on their own progress and improve learning
- The school regularly evaluates and challenges its own provision.