



MORE ABLE CHILDREN

POLICY AND PRACTICE

Reviewed July 2019

Hove Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our vision

At Hove Junior School, our vision is that our children will develop a lifelong love of learning. Our aim is that the children are creative and inventive, both in and out of school. Working in partnership with families, carers and members of the wider community, we aim to foster their desire to explore, stimulate their curiosity and provide them with the tools necessary to make them independent learners, excited by the world they live in.

Identification

We identify children as 'more able' following several criteria;

- Consistently exceeding Age Related Expectations (ARE) in a particular subject area as identified by the class teacher.
- Having a clear skill in an area which is significantly ahead of their peers.
- Participating in extra curricular activities to support a skill or talent in a particular area.

Our procedures for identifying more able learners are transparent, non-discriminatory and flexible so that learners from all socio-economic backgrounds, ethnic groups (including those with English as an additional language) and children in care are given opportunities to fully demonstrate their abilities. We monitor the backgrounds and characteristics of learners identified as more able to ensure that no specific groups are under-represented.

Provision

Personalised Learning is about tailoring education to individual need, interest and aptitude to ensure that every learner achieves well and reaches the highest standards possible, whatever their background or circumstances. We aim to make appropriate provision for the abilities, needs and aspirations of all learners. This should be underpinned by effective identification of the more able and include:

- Good to outstanding teaching based on a wide range of strategies which include carefully planned learning opportunities which offer additional stretch through a combination of breadth (enrichment), depth (extension) and pace.
- A classroom culture characterised by high motivation, expectations and aspirations.
- Effective use of questioning, classroom arrangement and teaching resources which bear in mind the needs of different learners.
- Effective assessment for learning, so that planning takes account of prior learning, stretching curricular targets are set, and differentiated learning objectives and outcomes are shared with pupils.
- Opportunities for independent learning and use of a range of learning styles.

- Questioning which deepens children's learning and encourages them to explain their understanding and to apply it to further contexts.
- Provision of a broad and balanced, rich and varied curriculum enriched by additional activities such as school clubs, visiting experts, book clubs, discussion groups, educational visits, sports training and external workshops.
- Promotion of children to lead the pathway of their own learning through questioning, research and reflection.

Partnership with parents/carers and children

Parents and carers working closely with us can also offer significant support for their child's education. We encourage parents/carers to:

- Identify and share with the school their child's strengths and needs, especially at transfer and parent's evenings.
- Share high but realistic expectations for their child.
- Build on the experiences provided at school.
- Share successes and concerns with the school.
- Offer feedback on the quality of provision for their child.

We encourage learners to:

- Share with the school their interests, strengths and preferred learning styles through discussion with their class teacher, senior teachers or school council.
- Participate in enrichment activities such as discussion groups, summer schools and external workshops when available.
- Provide feedback on the quality of provision, including any enrichment events they attend.

Monitoring and review:

July 2019

This policy will be reviewed every three years.

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