



Broad Heath Primary School

Able Learner's Policy

OFSTED

New knowledge and skills do not exist in isolation, but rather build on what pupils already know and can already do. The order in which knowledge and skills are taught is therefore important. Since knowledge exists in rich schemata, an effective curriculum ensures that pupils are taught concepts and skills in an order that enables them to make useful connections that are not misapprehensions. This is what Ofsted understands by appropriate sequencing in the curriculum. *OFSTED*

To be in line with this Broad Heath will offer a curriculum that widens skills and deepens knowledge working towards a mastery approach especially for the more able pupils.

Rational

At Broad Heath School, we strive to improve the knowledge and learning of all children within the school. We provide a range of learning opportunities and learning activities so that every child realises and reaches their full potential. This mirrors the school mission statement, "to gain". To this end, we will try to ensure that all children are seen as special with unique talents and abilities, which we aim to nurture and develop.

In the national guidelines the terms are distinguished as follows:

The DCSF (Department for Children, Schools and Families) the predecessor of the Department for Education (DFE) defines able learners as:

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)."

- Around 7 – 10% of the school population can be identified as an able learner (although figures will not be manipulated to reach this percentage)
- Provision will be made for these children in normal class teaching through medium term planning.
- Sometimes enrichment opportunities will be planned and provided to support these children and develop them even further.
- We will support, push and emphasise mastery in the curriculum.

Most Able Learners are defined as those who have abilities in more than one or more subjects across the school curriculum. This could also include children with strong leadership skills and demonstrate they are role models with outstanding leadership and or social skills.

Aims

At Broad Heath we aim to:

- Provide a high quality curriculum for all children
- Create learning opportunities whereby SOLE (self-organised learning environment) projects will lead to mastery
- To challenge children and enrich their learning

- To provide opportunities that will enhance skills, thinking and values
- Ensure children are clear on how the values are embedded throughout the curriculum and in all that they do.

Identification of the more able children

The class teacher with support of the year leader will identify this group of children. They will be in the “More Able” group for learning and will demonstrate skills that highlight such things as: good communication, application to the task, which leads to the expected learning goal, process information well, reasoning and enquiry skills are good and they are able to think either logically, creatively or both. Children who are making continued rapid progress will be identified by the class teacher and year leader and monitored. Should they show potential, when the register is reviewed at year leaders there will be the potential to add them. The class teachers, year leaders and subject co-ordinators will plan the support and wider learning opportunities, including extra-curricular activities for these children.

Teaching and approaches

In weeks 1-5 they will be given work that is differentiated according to their needs with a focus on developing mastery in the curriculum. In week 6, the focus for mastery will intensify by providing the children who are exceeding expectations to apply their skills in a different way through a SOLE project. Children will have the opportunity to work with children of a similar ability and mind set, and in some instances children may be required to work independently.

Children will be provided with opportunities to work within a self-organised learning environment (SOLE). SOLE can operate anywhere within the school where there is access to a computer or Internet connection, or with access to books and artefacts. SOLE learning is split into 3 phases: asking the big question, the investigation and the review. The questions will be generated from a story, picture or other stimulus. The investigation and research by the child is the main part of the learning. The teacher may need to prompt or ask or respond to questions but primarily should aim to be invisible during this learning. The review is the time for the teacher to discuss the learning with the children and explore their processes for answering the big problem. Evidence of this independent work is to be recorded on the blog under the SOLE section. Further to this, SOLE may be used in the classroom on other occasions where the more able can take a leading role in supporting others when undertaking these projects.

Alongside this challenges are set half termly on the blog to challenge and engage the children. These challenges work on a bronze, silver and gold basis. With the direction and encouragement of teachers, the more able children should all push themselves to achieve gold. Challenges are reviewed regularly by class teachers and are discussed with the children. More able children are further challenged by the homework they are set. Online systems such as Mathletics and rising stars provide teachers with the opportunity to set tricky homework and provide direct feedback through the system.

Management of these children

- The management of these children will fall to the class teachers, year leaders and subject co-ordinators, who will be accountable to the Head Teacher/Deputy and Governors.
- Subject co-ordinators will monitor progress and report to the Head Teacher/Deputy termly.
- The project week co-ordinator will monitor and ensure SOLE work is happening during project weeks.

- The SOLE blog will provide a portfolio of children's work.
- Subject co-ordinators will need to comment on progress of More Able Learners in reports to governors when required.
- Subject co-ordinators to meet with children and ensure they are challenged.

Assessment and Record Keeping

Records and assessments will be recorded through cornerstones, subject co-ordinators will be required to monitor the Able Learners for their subject areas and track the progress and ensure standards remain high. Discussions to take place with class teachers and year leaders and action plans for children not achieving will be put in place. This will form the progress report and is to be shared with SLT.

8th October 2019