



INTRODUCTION

Walton Oak uses the term '**more able**' or '**higher ability**' to include:

- Children who achieve or have the potential to achieve at a significantly higher level than the majority of their peers
- Children who 'exceed expectations' at the end of Reception, those who achieve at level 3 at the end of KS1 and those on course to achieve at level 5 or above at the end of key stage 2
- The most able group or groups in any class

The term '**gifted**' generally applies to children with exceptional academic ability.

The term '**talented**' generally applies children who achieve or have the potential to achieve at a significantly higher level than the majority of their peers in Walton Oak in a creative, artistic, musical or sporting skill.

We aim to provide for more able, gifted and talented pupils so that they are challenged as much as other pupils and are fully engaged in learning at an appropriate level at all times in class.

EMBEDDING AMBITION & HIGH ASPIRATIONS

We believe children of all abilities need to be ambitious for themselves and set themselves goals. This is especially important for higher ability children, as we expect the highest levels of independent learning from these pupils.

We believe that provision for higher ability children needs to give them opportunities to find work difficult and even, sometimes, to experience failure. It is not appropriate for everything to be easy for these pupils.

We aim to embed ambition and high aspirations in children by:

- Praising effort as well as outcomes
- Praising risk taking
- Articulating the process of learning, including learning that comes through mistakes
- Creating a warm environment in which it is safe to make mistakes
- Adults modelling mistake making
- Offering constructive feedback both orally and through marking and encouraging self-reflection (see marking policy)
- The use of academic, artistic and sporting role models
- Using the language of aspirations frequently in lessons, assemblies and around the school. E.g. 'aspiration assembly', 'raising the bar'
- Celebrating excellent examples of work, attitudes and behaviour in classes and through 'celebration assembly'
- Providing additional, small-group learning experiences, for pupils identified as having a particular aptitude, through involvement in the school's Da Vinci project.
- Promoting healthy competition
- Encouraging children to note, and work to beat, their own 'personal bests'
- Offering careers and university tasters
- Linking with our local secondary schools

MEETING THE LEARNING NEEDS OF MORE ABLE PUPILS

The needs of higher ability children will be met through:

Effective classroom differentiation

- Levelled sets of questions and examples including a those with high level of challenge
- Challenge and extension activities e.g. 'the topic box', maths challenges for the more able etc
- Use of resources from the next year or key stage
- Open ended problem solving activities and other open ended tasks
- Differentiated learning objectives with activities planned to match
- Individual target setting in English and maths
- Encouragement to read books outside their comfort zone
- Use of APP gap analysis to identify next steps

Creative approaches to classroom organisation

- Split class teaching in cases where higher ability children do not need to listen to the same opening as others
- Partnering higher ability children with younger and/or less able students, recognising that teaching others can extend one's own understanding
- 'Workshop' lessons in which pupils chiefly work independently, allowing teachers to focus their teaching more specifically to different groups and individuals
- A balance between the teaching of higher ability pupils as a specific group and as part of the class community as a whole

Specific interventions

- Invitation to participate in focused, week-long learning challenge programmes – Da Vinci Project
- Use of HLTAs and TAs to offer extension groups
- Level 6 lessons in English and maths for year 6 pupils who are excelling
- 1:1 tutoring may be used to focus on higher ability pupils
- Additional home learning opportunities
- The use of learning journals in which a record of thoughts and ideas can be kept
- The use of Edmodo to support home learning (KS2)
- Clubs and extra-curricular activities for higher ability and gifted and talented pupils
- Participation in workshops for higher ability pupils

Pupil led learning

- Allowing pupils to select their own tasks
- Allowing pupils to undertake their own research
- Allowing pupils to self-select the level of difficulty when tackling examples
- Allow pupils to begin a task as soon as they believe they understand
- Encouraging pupils to investigate a subject in more depth or offering opportunities to extend the breadth of study

TRACKING

- Pupils working at a 'greater depth' in KS1 are identified and their progress as a group is tracked over the course of each year.
- The progress of individual pupils is also noted as part of the pupil progress review cycle.
- Teachers undertake gap analysis for all groups of pupils, noting next steps
- Teachers take action where any higher ability pupils are not making the progress expected of them

RESOURCES

- Alistair Smith –Accelerated Learning and back copies of the Gifted and Talented magazine will be kept in the PPA room.
- Aquilla Magazines – kept in the library and in each Yr 6 classroom.
- The Good Morning Children website, which provides challenging tasks for the More Able.
- Rising Stars
- Starter of the Day Maths Website
- Surrey More Able support service, which can be contacted for advice when necessary.
- Specialist teacher (PM) for delivery of Da Vinci Project.

EQUAL OPPORTUNITIES

Assessment and monitoring systems are used to identify and monitor effective provision for more able, gifted and talented pupils and to develop an environment where they can achieve their potential without embarrassment or fear of recrimination or stereotyping.

Pupil Premium is used to ensure that all higher ability, gifted and talented pupils have access to the same opportunities as their more affluent peers.

RELATED POLICIES

Inclusion/SEND

Marking

Assessment

PE Policy