

Abbots Farm Junior School



Academically More Able Policy

Definition

Currently academically more able learners are described as “**those who have abilities in one or more academic subjects such as mathematics or English.**” For the purpose of this policy ‘academically more able pupils’ were identified as those who entered the Key Stage above national expectations in English or mathematics.

Aims

The governors and staff at Abbots Farm Junior School acknowledge the potential of each individual pupil and as such seek to support the more able pupils within our school through a broad range of opportunities.

We believe that the social and economic growth of more able pupils should be encouraged alongside the development of academic and practical potential. We seek to be inclusive in our approach and sensitive to the potential impact of labelling a group of pupils as academically more able.

In the pursuit of school-wide excellence we aim to provide opportunities for all pupils to reveal, display and extend abilities. We believe that supporting the needs of the more able pupils is a factor in raising the achievements for all.

How we meet their needs

In our school we provide challenging and stretching educational opportunities for all pupils, including the most academically able. We do this through:

- Robust and rigorous tracking of their progress during the key stage
- Teachers planning for differentiation to ensure sufficient challenge within all lessons
- Availability of entry for End of key stage Level 6 tests in Reading and Mathematics
- More able pupils have opportunities to work with pupils in higher year groups on projects or work with them in lessons
- Arrange for more able pupils to participate in events organised by the local cluster of schools where they can work alongside other more able pupils
- Extension - Involves pupils following the standard national curriculum but developing a deeper understanding through encountering more complex resources and materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly sophisticated responses.
- Acceleration -This involves moving a more able pupil to work with a group of older pupils which will add challenge, increase the pace of learning, increase motivation and self-esteem and create space for new, deeper or enriched learning.

Teaching Strategies:

- Starting points – vary the starting points taking into account the work more able pupils have already done;

- Miss out stages – allow children to jump to the next stage when it is clear they have the ability to;
- Experiment – give children the opportunity and space to experiment so that they work in original ways;
- Open-ended – create as many open-ended situations as possible enabling children to reach their full potential;
- Shorter practising time – cut short the amount of practise time if children show signs of mastering a new skill or process;
- Independence – allow children to work independently whilst ensuring they do not become ‘out of touch’ with the rest of the class;
- Advantage – take advantage of the in-depth and sophisticated knowledge children may have;
- More advanced tasks – design tasks that are more advanced to have available when children complete work;
- Exciting and challenging materials – have materials available for a relatively short period of time for children who have finished work to investigate;
- Differentiated home learning
- Language levels – employ different language levels and questioning techniques, using extended vocabulary and more elaborate language. Include this in written work too.
- Less instructions – giving fewer instructions inevitably makes a piece of work more challenging.

Reviewed: October 2014