



More Able Provision Policy

Date of issue:	May 2019
Review Date	May 2022
To be reviewed	Headteacher, Staff and Governors
Authorised by	Headteacher and Governors

How Adults at Holy Trinity Academy make Provision for More Able Learners

We recognise that all adults at Holy Trinity Academy have a responsibility to challenge and support all learners. We believe that there is more value in succeeding in a challenge than there is in succeeding in something that has not truly extended learning. To this end, we aim to plan and teach lessons that will cause learners to push on in their understanding. This may mean introducing problems where success is not immediate, but when the problem is overcome, there is a deeper sense of achievement and reward. Whereas books full of ticks may look nice, we also want to make sure that those ticks represent real learning and a disposition to meet a challenge head on. We also want children to know that school is a safe place to take a risk with learning. Children should feel free to take a challenge even knowing it is demanding and they may not easily reach the outcome at the first attempt.

With a broad, balanced and creative curriculum, Holy Trinity aims to offer many opportunities for our more able learners to excel academically, artistically and in sporting activities. Teachers' skills and subject knowledge enable work to be planned in breadth, depth and with pace. Themed weeks, themed days, educational visits, visitors to school (such as theatre companies, artists, science workshops, parents) all contribute to an enriching, exciting and carefully thought out curriculum.

For our 'More able' children we aim to:

- Implement procedures and strategies that will address the needs of an identified cohort of 'more able' children.
- Ensure that 'more able' children are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow.
- Provide opportunities for 'more able' children to work on higher level skills; we want to make sure that success criteria include tasks that extend 'more able' children.
- Recognise the needs of more able students within a framework of equal opportunity and mixed ability teaching.

Planning

Challenge begins at the planning stage. Planning starts with a key question or a clearly defined learning objective. Teachers then stretch and support their more able learners by asking them more sophisticated questions, expecting more comprehensive answers and ensuring that this greater expectation is investigated in depth by the child in all their outcomes in this subject. Specific questions are designed by teachers at the planning stage for particular children and groups.

Teachers plan holes for the children to fall down in their learning, in order to develop skills for when they don't know what to do. Resilience is a key part of Building Learning Power; as a school we plan opportunities for the children to exhibit resilience in a safe learning environment. Learning should build character and teach children to be resilient and resourceful.

Questioning

The questions that are asked at Holy Trinity include, when appropriate, a high proportion of open-ended questions where children have to think about the answer. Questions don't always need an immediate response; children are allowed 'thinking time'.

We also want to make sure that we are frequently asking follow-up questions, asking children to justify their views and opinions, and improve their responses. Good examples of questions include: 'How did you get there?', 'Why do you think that?', 'Is that the best way of doing it?', 'Could this be done in any other way?' This style of questioning links well to our Building Learning Power approach.

Differentiation

Work is carefully differentiated **by the adult**. There are times when children are developing their skills of co-operation and teamwork with mixed-ability children; this too is a vital skill both in school and beyond. During these times, 'more able' children will be challenged to communicate their ideas succinctly and work with children with different levels of ability.

There are no glass ceilings to learning at Holy Trinity Academy. All children are given opportunities to strive and do their best. **Differentiation does not mean giving children more of the same**; nor does it necessarily mean more recording on a page. Differentiation involves recognising 'differences' and this is clear both at the planning and the working stage. The work undertaken by some pupils - the starting point, the teacher shared models, the methods of working - will sometimes be different for 'more able' pupils compared with their cohort. Differentiation resides in the professional judgement of the teachers at our school; it should be purposeful and sharply defined. As a school we recognise that learning is hard and that sometimes it can be uncomfortable for a more able child to experience difficulty. **It should be clear in outcomes that all children have had opportunities to struggle and wrestle with their learning.**

Identification

More-able learners are given opportunities to use their skills in different contexts and in different areas of our whole school curriculum. Children who are working at a higher level are recognised and included in a list held and updated by the Subject Leader (in the subject in which they excel). Since relative ability changes over time, learners should move on or off the register when appropriate.

Provision

The Role of the Head Teacher and 'More able' Provision lead

The Head Teacher and More able Provision lead will:

- Promote the culture of excellence
- Maintain the more able children register in consultation with other staff.
- Monitor the school's provision for pupils identified as being more able
- Undertake book scrutinies, looking at how teachers have planned extension for 'more able' pupils (success criteria)
- Undertake book scrutinies, looking at how outcomes for 'more able' compare and contrast with other members of their cohort.
- Closely monitor the pupils' progress termly using the school assessment policy.
- Liaise with teaching staff to discuss the progress of the more able children.
- Review the policy on a two-year cycle.

- Link with Secondary Schools to provide enrichment opportunities to develop more able children's strengths and specific skills.

The Role of the Senior Management Team:

- Promote the culture of excellence
- To ensure teaching includes activities which are differentiated to meet the needs of all children (including more able and talented pupils)
- Include provision for more able children in individual curriculum policies.
- Monitor and evaluate pupil progress and teaching and learning.
- Organise enrichment activities both within school and in our community.

The Role of the Class Teacher:

- To promote the culture of excellence.
- To ensure teaching includes extension activities which stretch and challenge all pupils (including the more able)
- To plan opportunities for all learners to stretch their learning, and to show this by making it explicit on the success criteria.
- To monitor pupil progress via the termly assessments, trying to ensure the best progress possible for each child.

The Role of the Subject leader:

- Provide opportunities that will challenge more able children in subjects in which they excel. These may be part of the normal curriculum or be extracurricular activities.
- More able children will be specifically targeted to become involved in activities that match their areas of aptitude.

***More able and Talented and the New Curriculum**

We currently have a mastery curriculum. The aim is for most children to master key skills. Before moving on to new learning, children should apply their learning in a range of contexts - deepening their understanding. Depth of learning is how skilfully a child can apply their learning in increasingly more difficult situations.

At Holy Trinity there is a clear and historic emphasis on deeper learning, rather than a focus on coverage. We won't necessarily adopt an approach because others are using it. We will judge an approach by its suitability for our children. We believe in our pedagogy.

We know what the children can do and use our experience, expertise and judgement to find out what they need to do next.

In the new National Curriculum, it is expected that children (in general) are all taught the same objectives across the year.

Our school has adopted Building Learning Power as a key tool in creating life-long learners. As a school we want all children to be reflective, resourceful, resilient and show reciprocity in all their endeavours. The importance of creating life-long learners is evident in our annual reports to parents.