

# St Cyprian's Greek Orthodox Primary Academy



## More Able Policy

Revised: July 2014

Reviewed and ratified by Full Academy Trust:

Date: 10/7/14

Signed: \_\_\_\_\_

*A Tallis*

Name: \_\_\_\_\_

A Tallis

Position: \_\_\_\_\_

Chair of Education

## Mission Statement

The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the national curriculum in the core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

## Rationale

At St. Cyprian's Greek Orthodox Primary Academy, we believe in taking an inclusive approach to meeting the needs of all pupils by providing opportunities for them to reach their full potential, taking into account their learning, social and emotional needs. Through this approach, more able pupils will be identified and provided for. We believe that by directing the learning to meet the needs of our more able pupils, the aspirations and achievements of other pupils will also be raised.

Raising the educational achievement of pupils at all levels is central to our Academy's philosophy which is reflected in our Teaching & Learning Policy.

## Aims

This policy is intended to support the following aims:

- to increase motivation, greater interest and raise self esteem for all pupils
- to provide access to a differentiated and challenging curriculum
- to raise expectations of achievement for all pupils
- to provide opportunities to meet the needs of, and extend more able pupils through in class and extra curricular provision
- to provide in and out of Academy experiences to all pupils which will enable pupils and their teachers to identify potential strengths and gifts and talents
- to provide opportunities for more able pupils to excel in at least one area of achievement
- to provide opportunities for underachieving and disadvantaged learners
- to provide opportunities for pupils, regardless of gender and ethnicity
- to foster a sense of enjoyment and commitment to life-long learning

## Definitions

More able pupils at St. Cyprian's Greek Orthodox Primary Academy include those who:

- achieve academic levels above average for their age and/or peer group (measurable)
- exhibit inherited or acquired predispositions, aptitudes and intelligences and learning dispositions
- display motivation and use initiative
- exhibit strengths and qualities such as interpersonal and intrapersonal skills and other elements crucial to thinking for learning, e.g. resilience, empathy, resourcefulness, analysis, wise judgement and imagination
- experience a degree of self-reflection on their pattern of learning

## Identification

More able children are identified by the class teachers and this is ongoing, therefore the register will be reviewed yearly. This process is based on identification through provision using an inclusive approach, and is characterised by the following features: teacher

nomination – based on structured observation, inspection of classwork performance, instinct and intuition; and recognition that attitudes may be affected by outside influences such as culture and gender.

### Organisation Issues

Pupils will be given opportunities to work in a variety of groupings within the class in order to promote effective learning. These include whole class, collaborative learning groups, partner work, individual work, interest groups and, where appropriate to the learning needs of the pupils, occasional opportunities for advanced enrichment work in withdrawal groups.

The organisation of activities will centre around the emphasis to maximise:

- effective learning for all pupils – involving meta-cognitive awareness in addition to the acquisition of knowledge and concepts
- participation, engagement and inclusion of all pupils
- an enriched curriculum for all pupils

Facilitators of activities, both in and after Academy time and after Academy may include: teachers, teaching assistants, outside experts, specialists and other members of the community.

We endeavour to deliver an inclusive mainstream approach to provide for more able pupils, consequently raising the aspirations and achievements of all pupils in so doing.

### Extra-curricular activities

Extra-curricular activities offer identified more able pupils stimulating opportunities to develop strengths and interests. At various times throughout the Academy year, these may include: Art, Maths, Science and ICT for KS1 & KS2. In addition to this, our most able pupils will have opportunities to take part in Enterprise Days at Fairfield Halls.

Other extra-curricular activities open to all pupils at St. Cyprian's include: KS1 & KS2 Football, Sewing club, Reception, KS1 & KS2 Multi Skills, Arts & Crafts Club, Kickboxing and Martial Arts.

Throughout the year, our pupils will also have opportunities to take part in various hands-on activities associated with themed weeks, such as Arts Week, Maths Week, Book Week, Science Week, Black History Month etc. These themed weeks will provide pupils with both insight and enrichment in different areas over and above that which they are usually exposed to.

Future use of external specialists such as artists, sports coaches, authors and outreach teams from the Science Museum will also be enlisted.

### Continuity and Progress

To ensure the needs of more able pupils continue to be met, teachers will be informed of pupils on the register each year as classes transfer. Feeder Secondary Academy's will be given information about Year Six more able pupils to assist in transition. Academy

### Social-emotional development

Our inclusive approach to class-based provision for more able pupils' academic progress and achievement is determined with consideration of each pupil's emotional, social and intellectual development, in relation to the:

development of interpersonal skills - quality of relationships with peers and staff and the need for peer acceptance and credibility

development of intra-personal skills – resilience, reflectiveness, resourcefulness and empathy  
sense of personal involvement in decisions affecting pupils' learning

### Coordination, Monitoring & Evaluation

The Inclusion Team oversee our more able Programme. A representative from our governing body will ensure that more able is on the agenda for teaching, learning and Academy management.

Monitoring and evaluation will occur through:

- teacher assessment to ensure that more able pupils are making expected progress
- monitoring of planning for teaching of more able pupils to ensure provision is in place (next academic Academy year) Senior Leaders.
- team to review more able Action Plan annually
- Professional Development
- Continuing Professional Development (CPD) available from Local Education Authority (LEA)

### Process for Development and Review

The more able programme will be part of the Academy's Improvement Plan. The policy will be reviewed and updated every two years. The register will be reviewed yearly.

References:

*NACE – Guidance for writing a policy for Gifted & Talented*, [www.nace.co.uk](http://www.nace.co.uk)

Policy review date September 2015