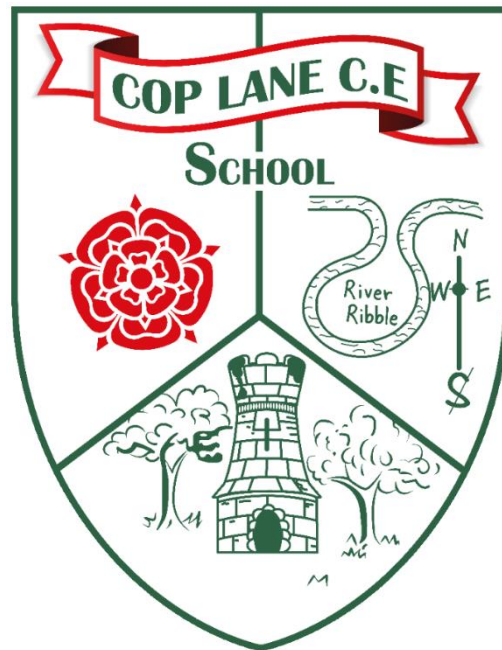


# Cop Lane C.E Primary School



## More Able Policy

This policy is embedded in our school's mission statement and distinctive Christian vision:

*A welcoming Christian community, committed to one another, giving our very best at all times.*

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

*'I can do all things through Christ who strengthens me.'*

Philippians 4.13

## **Vision**

At Cop Lane CE Primary School, we are committed to providing a creative and challenging curriculum with the best possible provision for pupils of all abilities that inspires and prepares them for life in a culturally diverse and ever-changing world. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement through high expectations, inclusive approaches and excellent teaching. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our curriculum will prepare our children for life-long learning.

## **Aims**

- To deliver a high quality education in a welcoming, friendly and supportive environment where Christian values are central to the ethos of the school and its teaching.
- To have consistently high expectations which encourage each child to achieve their maximum potential, regardless of faith, gender, race or ethnicity.
- To provide a stimulating and caring environment where self-discipline, respect for others and good manners are valued and encouraged.
- To continually foster positive links with parents, governors, children and staff, enabling the school to play a positive role in the wider community in which it is placed.
- To create an ethos where achievement, in its widest sense of the word is celebrated, where individuals are valued and a life-long love of learning is fostered.

In pursuing excellence and equality in the education of more able pupils, the school seeks:

- To use a broad range of qualitative and quantitative data to identify our more able pupils.
- To recognise those pupils who may have the potential but currently underachieve.
- To ensure that all staff receive appropriate support and training in identifying and providing for more able pupils.
- To provide appropriate support and challenge in the classroom, within an ethos of high expectations.

- To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.
- To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.
- To provide a range of additional opportunities to develop the experiences of our more able.

### **Definition**

We use the general term more able (or deeper learner) to refer to pupils who demonstrate or have the potential to work at a deeper level to their peers. This may be in one or more areas.

Specifically, more able pupils are those who have ability in academic subjects e.g. reading, writing and mathematics. The more able register reflects these subjects. The children will be identified on a more able register which is updated annually. Teachers and staff will be made aware of this register and will plan their lessons accordingly.

### **Identification of more able children**

We use a range of strategies to identify more able children. The identification process is ongoing, and begins when the child joins our school.

- In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be more able.
- Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.
- Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be more able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.
- The children undertake national tests in Year 2 and Year 6. Y2 data provides teachers with a benchmark to identify those who are more able

and are working at a greater depth within the curriculum. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress in addition to their personal predicted targets.

A 'more able' register will be maintained and updated annually by the more able leader. This will be shared with staff every September.

### **Provision**

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. We teach to the mastery approach, where all children are challenged and given the opportunities to succeed. Mastery is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods.

- In every year group we set targets for English and mathematics. We teach for mastery, using adaptive teaching strategies to support children to achieve.
- We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities.
- The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning, including visits to local high schools.
- We promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.

### **Assessment, Recording and Reporting**

Each of these elements is seen as vital to the progress, development and achievement of pupils. The assessment data collected in July on the Lancashire Tracker will provide the data that will be collated by the 'more able' leader and entered onto the 'more able' register. Any children who have not made

expected progress will be discussed at class handover meetings and when “more able” register is shared in September.

### **Role of Subject Leaders**

The More Able leader is a point of contact for staff to help advise and support the planning and delivery of lessons which challenge the more able children in school. The more able lead will provide support through informal meetings as well as through inclusion updates in staff meetings.

Throughout the year, all subject leaders regularly feedback information and ideas to staff to support teaching, learning and challenge in their subject. Staff are encouraged to discuss how different children are progressing or how more able children are being challenged with subject leaders.

### **Monitoring and Evaluation**

Monitoring and evaluation will be conducted on a termly basis as part of Pupil Progress Meetings. Once the Lancashire Tracker has been completed, the Headteacher will highlight children who are working above or below expectations.

The more able leader and subject leaders will be involved in the monitoring and evaluation of the progress of the more able children. Feedback will be given to members of staff when monitoring and evaluation has taken place.

### **Equal Opportunities**

All teaching and non-teaching staff at Cop Lane are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school.

### **SEND**

At Cop Lane, our aim is that all children strive and achieve their full potential. We recognise that children who have Special Educational Needs may also be added to our more able register. Their need for support in one area of the curriculum does not mean they cannot exceed in another.

## **Conclusion**

The success of the policy will impact on the school's ethos. At Cop Lane CE Primary School, we want our pupils to succeed and to strive to achieve their full potential. We want our staff to feel confident in offering appropriate levels of challenge for all our pupils. We will measure success by both academic performance and an increase in the confidence and independence of our learners.

**This policy was adopted by the Governing Body in April 2024.**

**It will be reviewed again in Spring 2027 or sooner if required.**

(NB recommendation – on a three-yearly cycle)

Signed: G. Westgarth

Date: 15.04.24