

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR FOR MORE ABLE PUPILS



Tel: 01437 762701

Fax: 01437 771444

Email: admin.portfield@pembrokeshire.gov.uk



May 2016

Reviewing the Policy

This policy will be reviewed in consultation with the staff and Governors on an annual basis and in the light of updated legislation.

This policy was adopted by:

Signed:
Chair of Governors Date

Signed:
Headteacher Date

Portfield School Mission Statement

Working together Learning together Achieving together

At Portfield School we strive to
Create a happy, safe, supportive and stimulating learning environment
Value everyone
Develop everyone's personal, social, emotional health and wellbeing
Promote relevant academic and vocational skills
Meet individual needs through an imaginative and flexible approach
Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

Portfield School places the values and principles of the UNCRC at the heart
all policies and practices
Portfield School is a Rights Respecting School

More Able –

This school provides an environment in which all young people are encouraged and supported to achieve their maximum potential. We recognise that pupils have different abilities, talents and learning needs and we plan and organise the formal and informal curriculum to meet these and to raise standards for everyone. This policy focuses on the particular needs of our more able and talented pupils.

Definition: The term 'More Able' in Portfield School is used to describe pupils who require enriched and extended opportunities in one or more areas. Ability and talent may be shown in many different ways including academic, practical, and creative, social, musical and in sports. By improving the quality of learning and opportunities for more able and talented pupils we raise standards of achievement for all pupils.

A whole school approach: We have a supportive ethos which promotes high self-esteem and which aims to meet the needs of all pupils regardless of emotional, social, linguistic, cultural, physical or intellectual differences.

The formal curriculum: Teachers in this school have developed Schemes of Work in each area of the curriculum. Detailed lesson planning takes place to ensure every pupil is challenged through differentiated activities and learning outcomes. Work in ability-linked groups is used whenever appropriate. Extension and enrichment work is provided to extend the more able and pupils are carefully monitored and assessed to ensure progress is being made. Our pupils are encouraged to learn through a range of opportunities to develop skills-based learning and independent learning skills.

The informal curriculum: This school promotes and encourages a range of opportunities and activities which support and extend learning and the development of talents and abilities. These include developing personal skills and social responsibility through class responsibilities such as acting as monitors, School Council, enterprise and buddy schemes. Pupils with an interest or talent in music and a range of sporting activities are encouraged to develop these and represent the school at local and national events.

Identifying more able pupils: A wide range of qualities, characteristics and processes contribute to high potential and achievement. Identification necessarily involves a range of strategies and a dynamic process which is continuous and flexible. We are mindful of the problems associated with labelling of pupils.

In this school identification strategies will include:

- Teacher assessment : teachers use information from a range of sources including observation, formal and informal testing/assessment, feedback from other teachers, dialogue with pupils and parents;
- Self and peer identification: pupils are encouraged to identify their interests, capacities and learning needs and to celebrate their strengths and abilities. The celebration of achievement forms a regular part of our school life. We involve pupils in the process of self-evaluation and provide opportunities for them to express their views about their achievements and experiences and how well these meet their learning needs;
- Parental involvement: we welcome an open dialogue between the school and parents and carers. The quality of this communication has a direct impact on the well-being of learners and parents are encouraged to take every opportunity to

discuss their children's needs; Termly parents evening discuss IEP's and areas of strength and development needs

Our policy is to ensure that a wide range of evidence is used to contribute to identifying ability and talent in particular areas.

Strategies to enhance opportunities for all pupils which benefit more able pupils

These will vary depending on individual, class and curricular needs but may include the following:

- Classroom organisation and grouping/target grouping;
- Setting where/if appropriate;
- Opportunities to focus on particular activities to develop knowledge and skills;
- Independent and resource-based learning opportunities;
- Extension and enrichment learning activities;
- Appropriate resourcing including ICT;
- Working with/activities with older pupils where appropriate or feasible;
- Supporting peers/younger pupils in particular areas of work/activity;
- Opportunities beyond the classroom, out of school hours learning opportunities;
- Partnership working with other schools, colleges and businesses, engaging in co-operative activities with other organisations, providing social networking opportunities for pupils;
- Mentoring and pastoral support;
- Monitoring, assessment and providing feedback; regular reviews to ensure appropriate support is provided.
- Links with Tasker Milward School to offer inclusion to identified MATT pupils including GCSE and skill-based courses.
- Links with Pembrokeshire College to offer inclusion and taster courses.

Monitoring and Review

This school recognises that provision needs to be dynamic and flexible to meet changing needs. This policy will be reviewed and up-dated annually in the light of feedback from teachers, pupils and parents.