



## Pulford School More Able Report

### What does More Able mean?

There are no standard definitions; however the government defines such learners as: Children or young people with one or more abilities developed to a level significantly ahead of their year group. The school has a policy for the More Able & Talented (M.A.).

**More Able** describes learners who have the ability to excel academically in one or more subjects

**Talented** describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance or in an area of vocational skill.

Pulford recognises that some children may have dual or multiple exceptionalities. For example a dyslexic child might be very articulate but not be able to write down their ideas; a child might be on the SEND register and have a talent in art. These are just a couple of examples and there are some subtle links and differences between certain indicators of high ability and other concerns such as Asperger Syndrome or ADD/ADHD, specialist professionals are often called upon in these cases to assist identification.

Pulford School provides a broad and balanced curriculum for all children. The Long Term Curriculum Plans for each class are published on the website. We have high expectations for each child and aim for them to achieve their full potential. We do this by providing Quality First Teaching (wave 1).

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/00844-2008DOM-EN.pdf>

The key characteristics of quality first teaching can be summarised as:

- Highly focused lesson design with sharp objectives;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all pupils;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for pupils to
- talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate pupils.

This recognises that children learn in different ways; have different speeds of learning; need a range of approaches to teaching.

All children have a right to education which is suited to their particular needs and abilities. Personalised learning is key in this area.

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/00844-2008DOM-EN.pdf>

Pulford uses the Institutional Quality Standards and Classroom Quality standards as its toolkits in establishing good practice; challenging staff through CPD and the planning/ assessment/ revisit cycle; offering quality differentiation and offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning.

### **How are pupils identified?**

As stated in our policy (see website <http://www.pulford.beds.sch.uk/pulford-policies/>), we identify 5-10% of our pupils as being the more able children in the school, and log these on the More able Register. It may arise that a child is identified in the top 5-10% in our school but, on transfer to a different school, no longer falls into that band of ability and is therefore no longer on the school's More able Register.

At Pulford School, we use the following methods of identification and assessments:

- teacher assessments
- statutory assessments, optional test results and other summative assessments
- pupils' rates of progress as indicated by pupil tracking information
- observations of how children learn
- analysis of pupils' work
- information from other members of staff
- information from parents
- information from external agencies e.g. music service; sports coaches
- discussions with the child

The school follows government and local advice and guidelines. The school uses websites such as NACE (National Association for Able Children in Education). Each year the More able registers are updated. This follows analysis of the above, including an invitation to parents/carers in the Update newsletter to tell the school if their child has a particular talent.

### **What happens next?**

Mrs Rees (The M.A. co-ordinator and lead teacher) writes to parents informing them that their child is on the M.A. register. This includes an outline of why their child has been selected and offering to meet with parents to discuss provision further, as well as some useful websites and/or leaflets.

Most provision for M.A. children is covered under Quality First Teaching (see above) However, in addition to formal lessons, we provide other opportunities for pupils with particular talents and abilities:

- An opportunity to be part of the Pulford student voice newsletter
- Outdoor Learning opportunities in the Forest School.
- A wide range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, art, chess club, book club, school newspaper, science club, wildlife club, craft club, recorder club, opportunities to learn an instrument with peripatetic music teachers and school visits/trips. Year 4 have an annual trip to Blue Peris outdoor adventure centre.
- Access to school resources e.g. 'Aquila' magazine; library; ICT; etc to allow learners to follow and develop particular interests.

- A range of visits and visitors to further enhance the curriculum and extend more able pupils e.g. Emperor String Quartet, opera group, theatre group, artists, gymnasts, dancers and so on.

Mrs Rees may also signpost opportunities for children to take part in activities organised by outside agencies such as: Vandyke School's More able Day; cross-phase working with Cedars and Leighton Middle School; sporting and other organised events within Learning Community 2.

The school is also a member of NACE (National Association for Able Children in Education) which provides the school with valuable information and training opportunities.

### **Other Professionals Involved**

From time to time children will require support from outside agencies. Parents are always consulted before any outside agency is approached. Other professionals might include: The Assessment and Monitoring Team for Central Bedfordshire; The Educational Psychologist; CHUMS.

### **Monitoring and Evaluation**

All children are assessed regularly and the results analysed using the Integris system. All staff are responsible for monitoring all groups of children. The named governor for M.A. (Mrs Rebecca Pickering) meets regularly with Mrs Rees. The curriculum and standards governor's sub-committee, as well as the school leadership team and school improvement partner, regularly scrutinise standards. As with all children, if any M.A. children fall below expected targets the class teacher will put into place intervention strategies in order to enable them to achieve to their full potential.

### **Open Door Policy**

As with all areas of the Pulford Family Life, an open door policy is followed. Parents are invited to join a parent support network as sharing good ideas, websites, or challenging the school on areas of provision are all welcomed. Parents /carers are encouraged to contact Mrs Rees via the front office if they wish to discuss any issues arising from this M.A. report.

### **Liaison**

Class teachers in Year 4 meet with staff from local middle schools to discuss transition and flag up any children on the M.A. register. In addition Mrs Rees also meets with middle school SENDCOs the term prior to transfer to outline the needs of all children on the M.A. registers, not just children with dual exceptionality.

### **Useful websites include:**

<http://nrich.maths.org/primary-lower>; <http://www.nace.co.uk>;  
<http://www.potentialplusuk.org/>