



More Able Pupils Policy

This policy has been produced in collaboration with Peel Hall Primary School

At Grosvenor Road Primary School we recognise children are individuals with unique personalities, skills and abilities. We provide teaching which makes learning challenging, engaging and investigative to achieve greater breadth and depth of understanding and enables children to reach their potential.

Rationale:

Throughout our school there is an ethos of high expectation, respect and a drive for children to be the best learners that they can be and the needs of our more able learners are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying different abilities and talents and ensure that these talents are nurtured to ensure that each child becomes the best that they can be. Through teaching and learning, we ensure that all children achieve a **mastery** of skills before moving on; this includes our more able learners.

What is Mastery?

Mastery is a deep and secure learning for all. It is where learning is broken down into discrete units and presented in a logical order. Pupils are required to demonstrate mastery of learning from each unit before moving onto the next. Mastery is achieved when children can skillfully apply their learning in a more complex and in-depth situation.

Definition of 'More Able':

At Grosvenor Road, we use the term 'More Able' to refer to learners whose attainment and progress significantly exceeds age related expectations or those who have the capacity to achieve or perform at the very highest levels.

Aims:

- More able children are identified correctly
- There is suitable differentiation and challenge in the curriculum through Quality First Teaching
- There are opportunities for children to be independent and creative in their learning
- There are opportunities higher order thinking skills of analysis, synthesis and evaluation where appropriate

Identification:

In Early Years, a child who is working at 'exceeding' in the Early Learning Goal, before the end of the term are judged to be 'more able'. Children are provided with rich learning opportunities to apply their knowledge, skills and understanding at level of greater depth.

A child in Years 1 - 6 with a standardized score of 110 or greater is judged to be 'more able'.

In Maths, the outcome of the pre-learning tasks might suggest a child has sufficient understanding in a particular area of Maths to have access to 'more able' type activities earlier in the teaching sequence.

In Reading, reading ages, which are taken from termly tests, identify any children who are significantly above (12 months) their chronological age in regards to comprehension and reading fluency.

In Writing, children are identified through regular teacher assessment. Children who have achieved their end of year objectives before the end of the year may be identified as more able and will be given opportunities for challenge.

Maths:

In Early Years, a child who is working at 'exceeding' in the Early Learning Goals for Maths, before the end of the term are judged to be 'more able'. Children are provided with rich learning opportunities to apply their knowledge, skills and understanding at level of greater depth. These opportunities may include access to targeted problem solving challenges in the continuous provision. Children will be encouraged to discuss their reasoning and recordings with an adult after displaying resilience with the task independently. On occasions, more able children will be presented with the opportunity to work with other children and teach others how to use mathematical skills to play an age appropriate game.

At Grosvenor Road Primary School, we use 'Pre Learning Tasks' to assess children's Fluency. Fluency refers to a child's ability to recall and apply knowledge rapidly and accurately in the aspect of Maths being taught at that time.

Through the Pre Learning Task, the children who demonstrate mastery of procedural fluency at the start of the teaching sequence are challenged through rich and sophisticated problems. These children apply their understanding of Mathematical concepts and procedures to reason and to solve different types of problems. More able children should be able to achieve **mastery with greater depth**. This means that they are able to apply their **understanding of a concept in a wider variety of contexts**, some of which are more difficult and less obvious.

Task Design

At Grosvenor Road, more able children continue to have the opportunity for procedural fluency, but the majority of their time is spent **reasoning and problem solving**. Research indicates that children benefit more from enrichment and deepening of content, rather than acceleration into new content.

At Grosvenor Road, tasks for the more able children are designed specifically to encourage the opportunity to:

- Describe a mathematical concept, procedure or idea in his or her own words;
- Represent a mathematical concept, procedure or idea in a variety of ways e.g. using concrete materials, pictures and symbols
- Explain it to someone else;
- Make up his or her own examples (and non-examples) of it;
- See connections between it and other facts or ideas;
- Recognise it in new situations and contexts;
- Make use of it in various ways, including in new situations.

More able children show mastery with greater depth by being given the opportunity to :

- Solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination;
- Independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

Questioning

Effective questioning is paramount to building depth in children's understanding. In order to develop higher order thinking skills, teachers at Grosvenor Road use the follow types of questions (verbally and written) to promote mastery for greater depth.

1.Are you sure? How do you know?

To be able to answer 'Are you sure?' confidently, children will have needed to have checked their calculation/explanation themselves. Asking '**How do you know?**' ensures this by asking them to share their reasoning with an adult, a group or the whole class. The result of this increased metacognition is children will be more reliant on themselves (and each other) for checking their understanding, method and answer.

2. What do you notice?

Asking pupils '**What do you notice?**' when showing two calculations or problems at the same time can help children to see what is similar and different. It's a key question when building procedural variation. It also uncovers where a pupil's understanding is, showing

whether their current line of thinking is relevant to the current learning, in turn enabling the teacher to guide them towards more relevant thinking where necessary.

3. What's the same and what's different?

A question that serves the same purpose as 'What do you notice?' but is more confining in its responses, is **'What's the same and what's different about these 2 calculations/problems/statements?'**

4. Can you convince me?

This is another question that can help develop generalisation. Asking individuals or small groups to work together to convince you of something develops their depth of understanding and ability to reason. Here are some examples:

'Convince me that subtraction is the opposite of addition'

'Convince me that all multiples of 8 are multiples of 2'

5. Is there another way?

'Is there another way to find 25% of £80?'

'Is there another way to work out $47+28$?'

'Is there another way you could have used to find all the possibilities?'

This highlights to children that in Mathematics, as in life, there can be a variety of ways to solve problems. It can also be used as a general challenge activity for pupils.

6. Is it always, sometimes or never true?

This is a great question to further develop children's ability to generalise and, dependent on the question, their number sense. As with all the questions, it develops reasoning skills and can deepen understanding.

Feedback

When providing feedback for more able children, teachers at Grosvenor Road encourage children to reason and explain their thinking rather than answer procedural questions.

Writing

In Early Years, a child who is working at 'exceeding' in the Early Learning Goals for Writing, before the end of the term are judged to be 'more able'. Children are provided with rich learning opportunities to apply their knowledge, skills and understanding at level of greater depth. These opportunities may include personalised challenges based on their individual next steps. More able children in Early Years are encouraged to record their ideas in a written format using their phonics knowledge independently and present these to an adult and their peers.

At Grosvenor Road Primary school, in Years 1-6, children are taught to achieve the objectives for their year group as set out in the curriculum overviews. For more able

children these end of year objectives are often achieved earlier and they are then provided with opportunities for challenge through Bloom's Taxonomy task design.

For writing, and across the curriculum, we ensure that our more able pupils are provided with sufficient challenge through the use of Bloom's Taxonomy. When appropriate, the task is adapted for more able learners to allow them to apply skills in a different way. Tasks may include verbal question and answer, written/practical tasks or responses to feedback.

Task Design:

Bloom's Taxonomy is a theory which describes different kinds of learning. At Grosvenor Road, we consider the academic subjects in the light of Bloom's Taxonomy in order that we get the deepest and most beneficial learning from the subject areas.

In writing, if a child can independently use the skill which is being taught, they will be asked to complete a differentiated task. To ensure deeper learning is taking place, pupils must be using the higher level thinking skills which take place through analysis, creating and evaluation.

What does this look like in the classroom?

In writing, more able children use the same skills as other children in the class, as well as prior knowledge, to produce a different outcome (see Appendix A). In order to do this, they manipulate the skills that they have been taught in a slightly different way to creatively produce work with a different view or presentation (See Appendix B).

Grosvenor Road Primary School – Greater Depth Writing





Genre	Thinking Deeper	Genre	Thinking Deeper
Third Person narrative/ Recount of story (Y1-6)	<ul style="list-style-type: none"> First Person narrative but use a secondary character Bird's eye view narrative (this is for UKS2 where the story is told from the point of view of a narrator who is not connected to the story) Character switch – each paragraph is from the point of view of a different character but keeps the chronology of the story Change the ending/climax/introduce another character (e.g. The enormous turnip – they failed and had to have something else for tea or introduce another character after the mouse who finally manages to pull out the turnip) 	Non Chronological Report (Y2-6)	<ul style="list-style-type: none"> Challenge can come through layout – Not poster form Create own subheadings Write a non-chronological report in the first person. I usually live in warm climates however some of my relatives prefer the cooler areas of the globe. In comparison to our cousins the brown bears, we are larger and can run far quicker especially when hunting for food. Choose a different report title but use the same headings (involves doing own research or making up own facts if using a fictional angle) Compare and contrast instead of a non choice. E.G Non chronological report on Frogs – challenge children to compare and contrast 2 different types of frogs – Compare and contrast 2 Egyptian Gods
Diary (Y1-6)	<ul style="list-style-type: none"> Contrasting character diary Blog from a characters point of view – each section of the blog needs to be written as if it has just happened – can include times 11.59pm For additional challenge – as well as the blog, after each event some other character (who has seen event) tweets or replies to the thread with their thoughts (use limited number of words/letters for reply) 	Newspaper Article	<ul style="list-style-type: none"> Report a different event Change from a positive to a negative Provide children with a Headline and they need to write the article e.g Jack and the Beanstalk – Class write a newspaper report of the giant coming down beanstalk and being slayed by Jack – provide challenge by giving children a headline from GIANT WEEKLY – <i>Innocent Giant Slain After Defending His Property</i>
Letter (Y1-6)	<ul style="list-style-type: none"> While the majority of the children are writing to someone, challenge the others to write the reply Letter written to a different person which changes the formality – Bears write to Goldilocks – bears write to the prime minister – bears write to Goldilocks parents Letter written from a different character in the story 	Instructions	<ul style="list-style-type: none"> Procedural recount – Tells how something was made in time order. Written in the past tense. Especially good for Science experiments.
		Explanation Text	<ul style="list-style-type: none"> Challenge can come through layout Comparisons of 2 things (eg explain how a time machine works – more able explain and compare different methods of time travel) Why something happened – more able include an alternative view as in a balanced argument

Feedback:

Feedback in writing for the Most Able children will encourage the children to think deeper about the choices they have made in their written work. This may be through a question such as 'Can you explain why you have chosen the verb **clambered** instead of **climbed** in this sentence?' This allows the children to analyse their choices and also think about the effect of their choices on the reader.

Reading

In Early Years if a child achieves the 'expected' level in the development band for the respective term, children progress onto the next development band. A child who is working at 'exceeding' in the Early Learning Goal, before the end of the term are judged to be 'more able'. Children are provided with rich learning opportunities to apply their knowledge, skills and understanding at level of greater depth. Challenge areas can also be found in the continuous provision and although all children have access to this, more able children are specifically encouraged to engage with these tasks and will then discuss their findings with an adult after displaying resilience with the task independently. Teachers ensure that children in Early Years are provided with an appropriate reading book which will build on their range of reading skills which would include: decoding, application of phonics, recognition of high frequency words and comprehension of the text. This will be changed more frequently for more able readers to meet their rate of progress.

There are a number of assessment methods used at Grosvenor Road Primary School to assess children's ability in reading. To assess children in their reading fluency a Salford Sentence reading test is completed which gives a reading age and this can then be compared against the child's chronological age. Children who score above 1 year of their chronological age may be deemed as more able for reading fluency. To assess children's comprehension of a text, a PIRA test is completed each term and in the Summer term an NFER test is completed. These assessments generate a standardised score and a child who scores above 110 may be assessed as more able. Teachers also use their own judgements made during guided reading sessions where children answer written and verbal questions.

Guided reading:

During Guided Reading, more able children will be given the opportunity to read a variety of challenging texts provided by the teacher. For each text, there will be a number of questions provided either to complete in books or through discussion as a group.

These questions may encourage more able pupils to make points which are supported by evidence from the text.

All children in the class have a clear structure to use when answering these questions:

'I can say this... because the text says that...'

This encourages children to expand on their answers and also discuss as a group whether they agree/disagree on what the text is inferring. For more able pupils, they are expected to use this structure to discuss a variety of challenging texts which contain more subtle inferences than the texts given to the rest of the class.

Another skill which is developed for all children through Guided Reading is the understanding of vocabulary in context. It is important that children read around the text to work out the meaning of the word in the context of the text. Again, for more able children the teachers choice of text will include challenging vocabulary choices which will encourage discussions and analysis of the authors language choices.

For example: 'Jonathon had exhausted all other possibilities.'

What is the meaning of the word exhausted in this context?

- a. Very tired b. Completely used up

In addition to this, during the building reading stamina session, more able children will be given a text that is suitable to their ability and will then be asked a variety of evaluative questions, such as:

- Identify a passage in the text where the author successfully created an atmosphere. Explain how the author achieved this.
- Think about a character and why they behaved as they did. Do you agree with the actions of this character? Explain your answer.
- Do you think the author uses words in an interesting way? Find four examples and explain why you like them.

They may also be asked to show appreciation of the text by answering:

- How did the text make you feel and why?
- Think about a character in the book. Which one would you choose to socialise with? Why?
- Finish this idea: 'I love the way the author...' Give examples to support your opinion.

Evaluative and appreciative questions encourage more able children to use higher order thinking skills to explain their thoughts about what they have read. Not only will they be asked to use written answers, but they will also discuss their thoughts and opinions in a small group and will be encouraged to use evidence from the text to support their views.

Monitoring and review

The progress of the more able children will be monitored at termly Pupil Progress Meetings and used to inform provision planning.

The provision for more able children will be monitored by Miss Norris (More Able coordinator) each half term through lesson observations, book scrutinies and pupil voice. During book scrutinies, evidence of more able work will be clear through the use of a 'deeper learning' stamp used by the teacher and comments made as to which aspect of the work has achieved this.

Grosvenor Road and Peel Hall Primary School will also continue to work together to provide opportunities for our more able children across school and to moderate more able children.

Appendix A:

Grosvenor Road Primary School – Greater Depth Writing



Genre	Thinking Deeper	Genre	Thinking Deeper
Third Person narrative/ Recount of story (Y1-6)	<ul style="list-style-type: none"> ➤ First Person Narrative ➤ First person narrative but use a secondary character ➤ Bird's eye view narrative (this is for UKS2 where the story is told from the point of view of a narrator who is not connected to the story) ➤ Character switch – each paragraph is from the point of view of a different character but keeps the chronology of the story ➤ Change the ending/climax/introduce another character (e.g. The enormous turnip – they failed and had to have something else for tea or introduce another character after the mouse who finally manages to pull out the turnip) 	Non Chronological Report (Y2-6)	<ul style="list-style-type: none"> ➤ Challenge can come through layout – Not poster form ➤ Create own subheadings ➤ Write a non-chronological report in the first person - I usually live in warm climates however some of my relatives prefer the cooler areas of the globe. In comparison to our cousins the brown bears, we are larger and can run far quicker especially when hunting for food. ➤ Choose a different report title but use the same headings (involves doing own research or making up own facts if using a fictional angle) ➤ Compare and contrast instead of a non-chronological report E.G Non-chronological report on Frogs – challenge children to compare and contrast 2 different types of frogs – Compare and contrast 2 Egyptians Gods
Diary (Y1-6)	<ul style="list-style-type: none"> ➤ Contrasting character diary ➤ Blog from a characters point of view – each section of the blog needs to be written as if it has just happened – can include times 11.59pm ➤ For additional challenge – as well as the blog, after each event some other character (who has seen event) tweets or replies to the thread with their thoughts (use limited number of words/letters for reply) 	Newspaper Article	<ul style="list-style-type: none"> ➤ Report a different event ➤ Change from a positive to a negative ➤ Provide children with a Headline and they need to write the article e.g. Jack and the Beanstalk – Class write a newspaper report of the giant coming down beanstalk and being slayed by Jack – provide challenge by giving children a headline from GIANT WEEKLY – <i>Innocent Giant Slain After Defending His Property</i>
Letter (Y1-6)	<ul style="list-style-type: none"> ➤ While the majority of the children are writing to someone, challenge the others to write the reply ➤ Letter written to a different person which changes the formality – Bears write to Goldilocks – bears write to the prime minister – bears write to Goldilocks parents ➤ Letter written from a different character in the story 	Instructions	<ul style="list-style-type: none"> ➤ Procedural recount – Tells how something was made in time order. Written in the past tense. Especially good for Science experiments.
	<ul style="list-style-type: none"> ➤ 	Explanation Text	<ul style="list-style-type: none"> ➤ Challenge can come through layout ➤ Comparisons of 2 things (eg explain how a time machine works – more able explain and compare different methods of time travel)

Appendix B:

In this lesson, the class had to write a narrative retell about the story 'The Wolves In The Walls'. More able children were challenged by the task that was set. In their narrative they had to switch perspectives for each paragraph so that the retell was told from the point of view of several characters.

Thursday 16th November
To write an action scene



Silence filled the air. All that could be heard was Creak... Creak... Creak... when suddenly, Bang! The wolves came out of the walls and the walls collapsed. I was absolutely petrified. My heart was racing as my eyes ~~dashed~~ ^{darted} ~~darted~~ ^{searching} for the door. Thinking it was my only chance, I ~~bounded~~ ^{climbed} out of bed and raced towards the door. "Aaaaaaagggggghhhhh!" I screamed.

17/11/17 I was playing my tuba when suddenly, "AAAAAAHHHHHHHHH!" We had no idea what it was. "What was that?" I asked out loud. Me and Lucy's mums ^{instinctively} dashed upstairs, only to find the wolves were out of the walls. Horror obscured our faces. "The kids!" we both shouted. I grabbed Lucy (and my tuba of course) and rushed to the stairs.

Once we had gathered, we headed downstairs: Lucy's brother went first - wasting no time - ^{followed} then Lucy, being held by her gather, then I went last. Unfortunately, I tripped on the top stair and flew down the stairs like a rocket. Although, it was better than listening to Lucy's gather play the tuba.

I can't believe Lucy was right; so I must be bats. Once we got outside and slammed the door ^{shut}, she gave me a shy grin.

Evidence of work at expected standard. Parenthesis, Vocab, Atmosphere, Speech, Verbs color, dash, character

Evidence of work at a deeper level.