



# MORE ABLE LEARNERS POLICY

Reviewed by: Donna James

Approved by Headteacher:

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Bristol Steiner School, Redland Hill House, Redland Hill, Redland, Bristol. BS6 6UX

Telephone: 0117 933 9990 Facsimile: 0117 933 9999

E-mail: [reception@bristolsteinerschool.org](mailto:reception@bristolsteinerschool.org) Website: [www.bristolsteinerschool.org](http://www.bristolsteinerschool.org)

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## Introduction

At Bristol Steiner School we have due regard for our duties under the Equality Act 2010. Through the delivery of this Policy we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

The DFE definition of “More Able students” are pupils who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in school.

## Aims and Objectives

Our school aims to:

- Provide all children with a challenging, extended and enriched curriculum.
- Encourage all children to develop higher order thinking skills and at the same time opportunities for able children to work at their own level and pace, thus realising their potential.
- Offer children opportunities to generate their own learning.

In line with our school ethos, we support the development of the whole child. The report “POTENTIAL FOR SUCCESS” (Sutton Trust, 2018) makes the following recommendations:

- Increasing access to high quality teaching is essential to allowing those with high potential to flourish.
- Support for the highly able should be as inclusive as possible. Highly able students can be difficult to identify. To ensure that all such students (especially those from disadvantaged backgrounds) have access to work that will fit their needs, programmes should be made widely available where possible, and any grouping or targeting should be flexible and regularly reassessed.

## Definitions

The following areas have been identified as being the main areas of ability. We also seek to identify pupils who are not fulfilling their potential. Pupils may also be recognised as ‘Good all Rounders’.

- Intellectual** – English, Mathematics, Scientific Thinking
- Artistic and creative** – Art and Design, Music, Drama, Eurythmy
- Practical** – Woodwork, Handwork, Art, Modelling
- Physical** – Eurythmy, Games, Country dancing
- Social** – Personal and Interpersonal, Leadership Qualities, Collaboration

## **Identification**

Identification strategies for More Able pupils are part of day-to-day classroom provision ensuring suitable and effective provision for all pupils to access the whole curriculum. There are many ways in which teachers can identify children's special abilities and talents and should consider the ways in which the children communicate creative / insightful thinking and well as their focus and perseverance in particular areas of the curriculum. Teachers can consider the following:

- Teacher observation and assessment
- Summative assessment results
- Discussion with pupils/ self and peer group identification
- Discussion with other staff
- Information received from previous class / school
- Information from parents and carers

We need to remember that the More Able pupils children may:

- Be high achievers in one area but unexceptional (or below average) in others
- Exhibit poor social skills
- Show poor motivation
- Disguise their ability
- Have poor coordination or motor skills (e.g. handwriting)
- Have English as an additional language
- Have been identified as SEN

## **Provision and Planning**

We offer an enriched curriculum and high-quality teaching for all children. This is achieved in the following ways:

- Regular use of enquiry based / problem solving activities that are as open ended as possible to allow for maximum differentiation by outcome and a variety of extension and enrichment activities.
- The use of a Steiner curriculum which has been developed to reflect stages of child development, including investigations which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate.
- Extra provision outside the classroom where possible, such as a variety of clubs and activities. Also, opportunities are provided for the children to take part in inter- school and musical events eg the Steiner Olympics,
- Classroom provision is monitored through planning, samples of work, SLT assessment reports and observations where appropriate.
- Effective questioning and reasoning and problem solving opportunities are provided in lessons
- Extension activities are always available in Core subject lessons.
- Our Steiner project-based curriculum supports enquiry based learning and cross curricular links.

## **Assessment**

- Teacher assessments are the main way in which we assess children's ability.
- Progress is monitored to ensure continued challenge.