



King David Primary School

Academically More Able Policy

Introduction

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as “Academically More Able.”

Currently, academically more able learners are described as “those who have abilities in one or more academic subjects such as mathematics or English.” The Dfe have produced studies where “Academically More Able” pupils were identified as those who entered the Key Stage above national expectations in English or mathematics.

Our definition refers to Academically More Able and talented children which also recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess this potential although performance may not currently reflect this. We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in physical education and sport, that we need to work with external partners to meet their needs.

Our school will have, at any time, a number of extremely able or talented pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average attainers and sometimes that of children described as well above average for their age. We believe that we can make a difference in enabling these pupils achieve the greatest possible progress.

DEFINITION

Academically More Able pupils:

excel in at least two academic subjects e.g.: Maths, English, Science, or Computing

Talented pupils:

have a particular ability in subjects, e.g. the Arts including Music, Drama, Physical Education and Dance.

Aims:

Our school’s aim is to make provision for these children through differentiation in everyday class teaching in their own year group (we do not accelerate children into older year groups) and to also provide regular sessions with the Academically More Able teacher to promote their skills and talents still further in a given subject area.

The aim of this document is to ensure a consistent approach to the identification and support of the very able or gifted child through:

- An agreed, shared identification method, as early as possible of the “Academically More Able” child and the talented pupil
- Substantiating identification by the use of objective assessment measures, where appropriate
- Meeting pupils' needs with a range of appropriate teaching and learning strategies
- Raising staff awareness of the range of strategies available to them
- Create a climate of learning throughout the school
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of the wider community to enhance learning opportunities
- Continuing to intervene and enhance all children’s learning
- Dedicated teaching time for the AMA children
- Liaison with the AMA governor, AMA teacher and teachers to ensure best practice

Objectives:

- To establish and ensure the promotion of school wide excellence for AMA and talented children (and outside provision, where appropriate)
- To develop, audit and review identification methods for AMA and talented children
- To communicate AMA and talented children identification to parents
- To communicate and report withdrawal of AMA groups of children to parents
- To report to parents with opportunities through AMA parent meetings and a written comment on end of year reports
- To use school data to decide on withdrawal focus
- To develop teacher and pupil skills across the curriculum
- To ensure there is a system for monitoring, assessment and review

IDENTIFICATION of the AMA child

Academically More Able pupils find it easy to learn and achieve (or have the latent potential to achieve) at least 2 sub levels above the National average for children in Middle Phase and at least 4 sub levels in Upper Phase in academic subjects.

They are identified through:

1. Teacher / staff nomination
2. Test results
3. Assessment of children’s work
4. Parental information
5. Conversations with children
6. Outside agencies

Identified pupils will be placed on a register of Academically More Able and Talented pupils and parents will be informed.

PROVISION

Academically More Able and Talented pupils may be offered the following provision:

- differentiated curricular activities by varying the task, outcome, or resources used, higher order questioning, additional support, pace or choice of activities
- extra -curricular or enrichment activities within and outside school
- support through links with outside agencies e.g. local secondary schools
- special project, activities and competitions

Assessment

Children are assessed in line with the school's Assessment Policy.

Target Setting

Data gained from assessments is analysed and used to identify targets for AMA children alongside discussion with the children and their teachers.

Planning

Long term planning for the AMA groups uses the data from the previous year to determine subject foci. This is distilled into medium term planning and then into objective based weekly planning.

Monitoring

Class teachers and AMA teacher, phase leaders and the Senior Leadership team will regularly monitor the progress of Academically More Able and Talented pupils in line with the school's normal assessment and review procedures. This policy will be reviewed every three years.

Identification

Key Messages

- Identification is not an end in itself, nor is it an exact science
- The most effective form of identification is classroom provision that offers opportunities for all forms of ability to be demonstrated
- To be inclusive, the process of identification will uncover pupils with potential as well as those already performing at a high level
- To be effective, the process of identification will use information from a wide range of sources, including parents and pupils
- Children and young people with one or more abilities developed to a level significantly ahead of their year group or with the potential to develop these abilities.

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Academically More Able children may exhibit some of the following:

- have a wide vocabulary
- have learnt to speak early
- ask lots of questions
- grasp new concepts earlier than others

- have a retentive memory
- be curious and able to concentrate for long periods of time on things they are interested in
- have a wide general knowledge
- enjoy problem solving
- have an unusual and vivid imagination
- show strong feelings and opinions
- have an odd sense of humour
- be perfectionists
- set high standards for themselves
- get bored easily

Pupils who are talented in P.E. are likely to show many if not all of the following qualities. They are in no particular order

- Think strategically with imagination
- Show high levels of physical motivation
- Thoughtful and independent performers
- Understand how to improve skills from observation
- Able to make decisions for themselves and others
- Respond quickly to new challenges and tasks
- Creative or original in their physical response
- Excel in a recognised sport – games/gymnastics/dance/athletics/swimming/outdoor adventure
(usually from club coaching)
- High level of co-ordination

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Dear Parents and or carers,

Your child _____ has been identified as being Academically More Able in _____ and _____.

Please see our Academically More Able policy for further explanation.

They will be withdrawn for a lesson with the AMA teacher (Mrs Owen) once a week. They will still continue to receive differentiated teaching by their own class teacher.

The subject of the lessons is taken from data from past assessments and this year's focus is _____.

There will be an AMA Parents' Meeting in the early spring term for you to discuss their progress with the AMA teacher.

Mrs Owen
(AMA teacher)