



## **Woburn Lower School**

### **Policy for the More Able Children**

#### Rationale

At Woburn Lower School we are committed to providing a stimulating, challenging and personalised curriculum for all children. We recognise children as individuals with unique personalities, skills and abilities. We provide teaching that makes learning challenging, engaging and investigative, in order to achieve greater breadth and depth of understanding and to enable each child to reach their full potential.

We recognise that within our school there are a number of children whose performance or potential is significantly greater than that of their peers and this policy relates to our responsibility to meet the needs of these children, to provide opportunities for them to be independent and creative in their learning and to celebrate their high achievement.

#### Our Whole School Approach

We aim to create an ethos where pupils feel good about achieving excellence and where both achievement and effort are celebrated.

Our teachers plan carefully to meet the learning needs of all of our children through Quality First Teaching and through enrichment and extension activities designed to promote their skills and talents still further.

We give all children the opportunity to show what they know, understand and can do through:

- Common activities that allow children to respond at their own levels
- Enrichment activities that broaden a child's learning in a particular skill or knowledge area
- Individual activities with a common theme that reflect a greater depth of understanding and higher level of attainment
- Giving children the opportunity to progress through their work at their own rate of learning
- Differentiation through task, outcome, resources, dialogue, support, pace and choice
- Using a range of flexible teaching strategies to provide stimulation and challenge
- Providing work at the appropriate level of demand
- Providing opportunities for more able children to work together
- Asking challenging questions to develop higher order thinking skills
- Encouraging the development of independent research skills through project work
- Encouraging children to take risks, investigate ideas and to be reflective in their learning

#### Identification and assessment

Teacher assessments, internal and external tests and observations will all be combined in order to provide evidence that a child is achieving higher than the majority of their peers in

any subject. Formative assessment is daily and ongoing and feeds into planning and delivery of lessons to ensure that all pupils are appropriately challenged. Information from parents, previous schools or settings and peripatetic teachers are also valued and used.

#### Monitoring of progress

Monitoring will be done initially by the class teacher. The SENDco and Headteacher will meet termly to discuss pupil progress. Governors will monitor progress reported to them by the Headteacher.

#### Extra Curricular activities

We offer a range of extra-curricular activities for our children, giving opportunities to further their knowledge in a range of activities. The children also have the opportunity to experience a range of educational visits that further enrich and develop learning.

#### Involving parents

Staff at Woburn Lower School work closely with parents/carers to signpost them to appropriate extra-curricular activities. Home learning is appropriately planned to meet the individual needs of all children. The school actively promotes positive school – parent partnerships in order to enable each child to reach their full potential.

**Governor:**

**Date: July 2023**

**Headteacher:**

**Date: July 2026**

**Review:**