

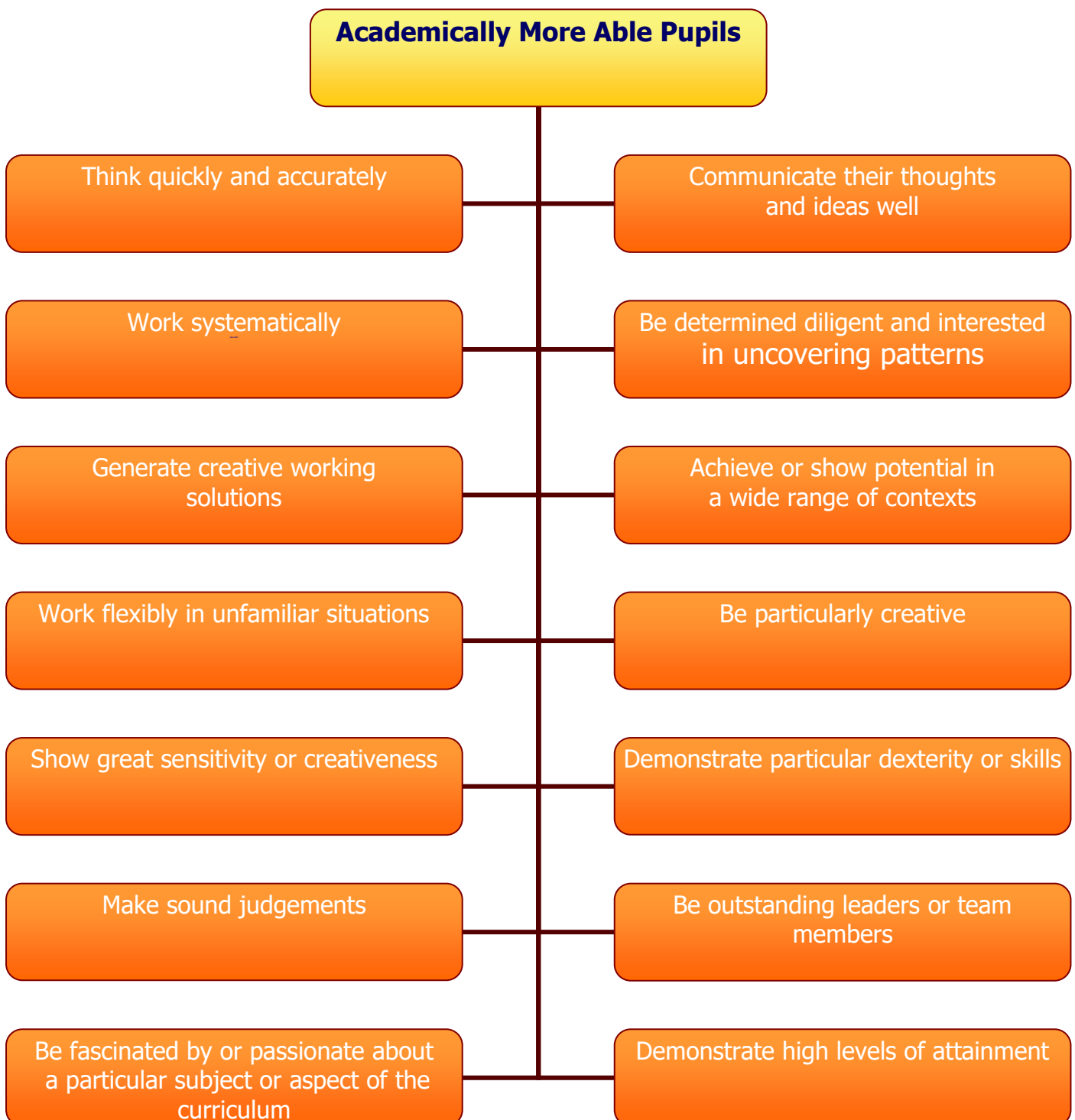
# Brook Infant School

## SUPPORTING ACADEMICALLY MORE ABLE PUPILS TO ACHIEVE GREATER DEPTH LEARNING

We are committed to providing quality education for all our pupils. We seek to offer appropriate, stimulating and enriching opportunities to challenge children, some of whom will be academically more able. We provide a broad and balanced curriculum which caters for the whole child and helps to develop their personal learning profiles - highlighting strengths, talents and gifts. Within this curriculum, we promote the ability to think creatively, flexibly work as a member of a team and shine as an individual. We are committed to equality of opportunity.

### Identifying an academically more able pupil:

A pupil may exhibit any of the following indicators:



In addition, pupils may:

- Have a wide vocabulary
- Ask lots of questions
- Grasp new concepts earlier than others
- Have a retentive memory
- Be curious and able to concentrate for long periods
- 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

### **Strategies to ensure provision for Academically More Able Pupils**

- Differentiation and challenge for children working towards *Greater Depth* will be reflected in planning.
- Key questions will be planned which target academically more able pupils. Teachers will model questioning techniques for children to use.
- Children will be encouraged to explore their own interests and extend their work.
- Thinking skills will be encouraged in a variety of ways, for example in challenge corners, individual projects and homework.
- Planning will allow time for the class teacher and teaching assistant to work with children working towards *Greater Depth* as appropriate.
- Activities will include problem solving, decision making, analysis, synthesis (creative thinking), speculation and evaluation.
- Parents will be used as partners to support learning through homework challenges and personalised conversations in parent consultations.
- Links with the local Nursery Schools and Junior Schools will enable effective transition of the pupils into EYFS and into Year 3.
- Planned meetings between teachers will aid transition between EYFS and Year 1, Year 1 and Year 2.

### **Headteacher, Senior Leadership Team and Subject Co-ordinators will:**

- Identify the children in their subject area across the school that are on track for or who have the potential for working at *Greater Depth*.
- Share exemplifications of *Greater Depth* for their subject with all staff.
- Monitor *Greater Depth* provision through scrutiny of planning, assessments, classroom observations, talking to children, homework and book looks planning.

**Class teachers will:**

- Have high expectations of the most able pupils in order for them to attain the highest standards and achieve as well as they should.
- Identify children in their class who are on track for or who have the potential for working at *Greater Depth*.
- Use effective and explicit planning and feedback to maximise learning opportunities to develop, consolidate and deepen the knowledge, understanding and skills for children working towards *Greater Depth*.

Reviewed and updated: March 2019