



# STICKLEPATH COMMUNITY PRIMARY ACADEMY

## Greater Depth Policy

### 1. Rationale

This policy reflects our school's beliefs, practice, social and educational provision with regard to children who have been identified as '**greater depth**' or '**talented**'.

At Sticklepath we firmly believe that ability and talent is not something inherent but can be developed and grown by everyone. We believe that all our pupils develop and thrive in a secure, supportive and stimulating environment, where all the school community work in partnership. Our core ethos of encouraging all of Sticklepath's community to become positive and reflective learners through a growth mindset also drives our commitment to provide the very best quality Wave One teaching provision to enable this to happen. This is best met by a dynamic and challenging curriculum that inspires and prepares our pupils for their life ahead. However, we also recognise that within each year group there will be children who have a general all round ability or more specific talents which are greater than the majority of their peers at particular points. We refer to these as **Greater Depth (GDS)** pupils (previously More Able) or **talented** pupils. We will identify them as early as possible and, where necessary, provide additional strategies to support their needs.

### 2. Aims

This policy is intended to support the following aims:

- Raise aspirations for all our pupils
- Ensure that quality Wave 1 provision is embedded in all classrooms.
- To foster an achievement culture throughout the school which celebrates and explicitly links effort, challenge and taking risks (Growth Mindset) to achievement.
- Ensure that we recognise those pupils that would benefit from being identified as GDS as early as possible
- Enable all pupils, which include GDS and talented children, to develop to their full potential
- Monitor and evaluate the effectiveness of their progress
- Provide suitably challenging, enriching activities and learning experiences through carefully planned and, where appropriate, differentiated learning
- Support the social and emotional needs of GDS and talented pupils.

### 3. Definition

The school recognises that Greater Depth and 'talented' learners can fall into three broad categories:

#### 1. High Achievers

Pupils who display a level of ability beyond that of their peers. They are highly motivated and thrive on different and challenging experiences.

#### 2. Underachievers

Pupils who tend to be withdrawn, shy members of the class who choose not to draw attention to themselves.

#### 3. Disaffected

Learners who often engage in poor learning behaviour as a result of poor motivation or lack of sufficient challenge. If educational needs are not met they may rebel against authority.

## Greater Depth Pupils (previously identified as 'More Able')

Currently there is only a national definition for 'Greater Depth' at the end of Key Stage 1 for reading, writing and maths and at the end of Key Stage 2 for writing. A scaled score of 110 or more in SATs is also currently linked with greater depth national achievement. As a school we currently also identify GDS children in a number of ways. Identification will be an on-going process aided by assessment and observations. This will include rigorous teacher formative assessment gathering (see assessment policy) by acknowledging children that are 'going deeper' within the expected standards in English and maths for their year group as outlined in the assessment policy. .

Teachers are aware of the difference between ability and achievement, especially in the early years of schooling. We will also pay attention to the season in which they were born. This will allow us to ensure that any GDS children who are underachieving are identified.

It is important not to 'pigeon hole' pupils into rigid groups and be flexible with groupings. For example in maths, a child may show attributes of GDS in place value but may only be working towards national expectations in shape and space.

Monitoring will take place termly to ensure that identified pupils access the most appropriate provision and make very good progress. Pupils will be discussed specifically at pupil progress meetings between the Co-Headteachers and class teachers. Monitoring will also take place through learning walks, observations of teaching and learning, work scrutiny, planning scrutiny and conversations with GDS pupils.

## Talented Pupils

We also identify 'talented pupils' in sports, music, design or creative and performing arts and define these who have particular abilities that are beyond those of their peers.

The identification of talented pupils will be an on-going process aided by assessment, observation and pupil discussion. Through a good link with parents, we are able to identify pupils who may be talented in an area or subject which the school does not offer, for example judo or BMX.

Talented pupils demonstrate an innate talent or skill in one or more areas, such as:

- Organisational ability
- Leadership qualities
- Creativity/thinking skills
- Social skills
- Sport
- Musical ability
- Artistic ability
- Generating ideas

We celebrate the achievements of our talented pupils through whole school assemblies, within class, our School Facebook page and our weekly newsletter.

## 4. Provision

As stated earlier, the majority of Greater Depth provision will be met by a challenging and inspiring curriculum that provides quality Wave One teaching provision. Skilled and targeted questioning by teachers will allow for greater depth in a mastery curriculum. Provision for GDS will also be enhanced by additional opportunities offered both within the school and outside of it. These opportunities include:

- Varied and flexible groupings within the class.
- Planning lessons from the 'top down'.
- Withdrawal of GDS pupils for higher level work in small groups during whole class input and plenaries.
- Ensuring sufficient challenge and support for GDS pupils.
- Providing a range of open ended problem solving tasks.
- GDS will be challenged in guided sessions across a sequence
- Providing the means for very able learners to enter local competitions.
- Setting challenging and more demanding homework when appropriate .
- Provision of challenging reading books across the school for GDS readers.
- Asking higher order and open ended questions which encourage deeper learning and accelerated progress.
- Setting challenging targets.
- Giving the opportunity for GDS pupils to explain and 'teach' tasks to their peers.

- Enabling all children to evaluate their work, reflect, modify and progress - for example in English skipping the innovate where appropriate and moving onto the invent allows more time for this process
- Giving children the opportunity to ask questions during lessons and design their own success criteria.
- Allowing children dedicated independent but structured research time within topic sessions.
- Providing a range of enrichment opportunities, such as a wide range of in-school extra-curricular clubs, visits and visitors.
- Providing opportunities to develop high quality pupil voice throughout the school. This will also include visiting and working with students from other schools across the Trust.
- Linking up with secondary schools and colleges for more able projects and enrichment opportunities.

Art -

- providing alternative materials
- Show them higher level exemplars (e.g GCSE sketchbooks).
- Less scaffold, more open ended outcomes.
- More independent direction.

Additional provision for talented pupil include:

- Subject specialists teaching lessons, for example music and football.
- Visiting experts to the school, for example authors.
- Directing parents towards national associations or competitions.
- Running specialist clubs, for example lunchtime art clubs although we note that this is a benefit to all pupils.
- By running extra-curricular activities, it offers opportunities for pupils with specific strengths to develop their interests or skills. However, this will also benefit all children who attend.

## 5. Roles and Responsibilities

Class Teachers are ultimately responsible for the progress and attainment of all their pupils.

Class Teachers will:

- take steps to identify the GDS and Talented pupils using the methods identified in this policy
- assess the progress of the GDS pupils through normal classroom and whole school assessment cycles
- plan and implement appropriate provision
- record strategies used in Pupil Progress Meetings documentation, medium and short term planning
- deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the GDS
- review provision regularly

The 'GDS' Leader (Co-Headteacher RBL) will:

- ensure all staff involved with identified children know of their particular needs
- update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs
- monitor the progress made by the children
- ensure that provision for GDS is reflected in scrutiny and moderation, activity, pupil conferencing, lesson observations, work sampling and Pupil Progress Meetings.

The 'GDS Governor (currently Dave Smith) will:

- have oversight of policy and provision for the GDS and review this through external visit notes and discussions with senior leaders and teachers.

## Working in partnership with parents

The school actively promotes a culture of a school-parent partnership in order to enable each child to reach their full potential. Parents are warmly welcomed to speak to their child's Class Teacher or the GDS Leader through the school year to discuss any matter.

This policy should be read in conjunction with the Assessment policy and Inclusion Policy

*As a matter of policy and practice Sticklepath Community Primary Academy carries out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics, in compliance with para 1.4.17 of the school Equality Policy, logged below:*

*Policy Name: More Able Policy 2017*

*Reviewed Date: Jan 2018*

<i>Greater Depth Policy 2018</i>	<i>Reviewed Staff meeting Feb 2017 Amended April 17 Amended June 2018 Amended Oct 2018 Amended June 2019</i>
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<i>Author: RBL</i>	<i>Monitoring &amp; Evaluation By: SWA</i>