

Most Able Policy

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Introduction

At the Prince Albert Community Trust, we are committed to 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 ensure that we recognise and support the needs of those children in our schools who have been identified as 'Most Able'.

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 their school. Nationally this is expected to be between 5 – 10 % of each year group. At the Prince Albert Community Trust we will be identifying our most able pupils within each year group in order to provide a curriculum that is appropriate to the needs and abilities of all our children.

Aims and Objectives

We aim to:

- Provide all children with a challenging, extended, high quality and enriched curriculum and effective teaching.
- Identify pupils who have above average ability in one or more areas of the curriculum.
- Provide opportunities to extend and challenge pupils through mastery tasks.
- 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.
- Ensure that pupils achieve their full potential; meeting expected attainment and progress targets by developing children's confidence and offering them the opportunity to generate their own learning.
- Provide extra-curricular activities, which provide enrichment in different areas of the curriculum.

Definition

Most Able learners are defined as those who have the potential to achieve at a higher level than the majority of their peers in their school in *any* subject. They have the capacity for, or demonstrate, high levels of performance in a subject area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Identification of Most Able Pupils

We use a range of strategies to identify most able children. The identification process begins when a child joins the school is ongoing and is 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 as well as their focus and perseverance in particular areas of the curriculum.

Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be most able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom. Teachers should also consider their own observations, discussions with other staff, pupils and peers and information from the previous class or school.

Across each school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.

The children undertake national tests in Year 2 and Year 6. Y2 data provides teachers with a benchmark to identify those who are most able and are working at a greater depth within the curriculum. Teachers also make regular assessments of each child's progress across The National Curriculum. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress in addition to their personal predicted targets.

Characteristics of an able child

Most able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative

- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

We need to remember that the More Able 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

Curriculum Provision

We offer an enriched and differentiated curriculum for all children. The school, through all year groups, will provide a curriculum, which supports and challenges very able students through quality first teaching.

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 The National Curriculum, 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 interschool competitions and musical events.
- Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.
- The children will also have the opportunity to experience a range of educational visits and wow experiences that further enrich and develop learning.
- We promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.
- We plan themed weeks when the normal timetable is suspended and cross-curricular projects, which offer pupils more challenge and responsibility.

Roles and Responsibilities

The Head of School

The Head of School will oversee the implementation of the policy and the quality of provision for the most able children and monitor the progress that they make.

Senior Leadership Team

The Senior Leadership Team of each school will have a clear role in monitoring the strategic provision for the most able children. They will ensure staff meet the needs of most able and talented learners through collaborative team preparation and discussion, team teaching, the appropriate use of ICT and other resources, familiarity with library literature, and involvement in PLD sessions on working with most able learners. In addition, they will periodically review schemes of work to ensure that the needs of the most able and talented learners are met through classroom management (including student grouping, and other differentiation strategies), materials and other resources, activities, assessment, and homework. They will liaise with colleagues who have school wide responsibilities such as the Inclusion Leader and subject leaders to monitor and evaluate the identification of, and provision for, the most able, including feedback from young people themselves.

The Leader for Inclusion

The Leader for Inclusion will assume the role of most able lead. They will:

- Create and maintain the most able register.
- Monitor the provision in place for the Most Able learners, alongside the AHT for each phase, through learning walks, book scrutiny and review of planning.
- Support staff in identifying the Most Able learners and on appropriate teaching and learning strategies.
- Liaise with parents at each parents evening.
- Provide feedback to SLT on a regular basis and provide a report for the Academy Committee at the end of each academic year.
- Keep up to date on current initiatives and research and share with staff and SLT.

- Undertake training and Professional Learning Development in this area.

Class Teachers

Class teachers are responsible for:

- Providing a curriculum and learning environment that allows all pupils to experience challenge, especially open-ended activities that enable children to use their knowledge gained in the curriculum.
- Identifying pupils who are Most Able and inform the co-ordinator.
- Broadening and deepening the knowledge of the Most Able group.
- Involving pupils in self-assessment procedures when reviewing targets.
- Building the self-esteem of all pupils.
- Assessing the progress and attainment of all pupils at key assessment points, analysing this data for their class and discussing it at pupil progress meetings.
- Setting targets for all children.

Monitoring and Review

This policy is monitored, reviewed and updated and its effectiveness evaluated every three years