



Most Able Pupils Policy

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and St Philip and St James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

STATEMENT OF INTENTION

We believe at Bishop Perrin Primary School that we should provide for children of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We endeavour to help pupils develop their skills and abilities intellectually, physically, artistically and creatively.

All pupils should be given opportunities to achieve the outcomes that are key to well-being in childhood and later life. All pupils should be entitled to opportunities, which enable them to maximise their potential, achieve success in their work and relationships, and encourage them to value their own and others' achievements.

The curriculum and organisation of the school must allow each pupil to learn at a pace that is appropriate for them and most able pupils should be given the opportunity to study subjects to a greater breadth and depth using their curriculum knowledge to solve problems and investigate possibilities.

This document outlines our practice for working with the most able pupils and illustrates our commitment to them. We believe that every teacher and co-ordinator has an equal responsibility for identifying and supporting these children.

Aims

- ❖ To support the abilities, personal qualities and talents of all children.
- ❖ To ensure that all children receive an education appropriate to their abilities.
- ❖ To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- ❖ To employ a wide variety of methods of recognition of potential.
- ❖ To stimulate children through extra curricular activities and through curriculum enrichment.
- ❖ To have the expectation that the curriculum for all will be extended by realising the needs of the most able pupils.
- ❖ To encourage greater enterprise, self-reliance and independence for all students

Definition

Most Able pupils are those who are talented in one or more of these areas:

- ❖ general intellectual ability
- ❖ specific aptitude in one or more subjects
- ❖ exceptional leadership
- ❖ social skills.
- ❖ creative and performing arts
- ❖ psychomotor ability

Recognition

Schools are expected to identify 5-10% of pupils as most able. We aim to establish procedures for identifying pupils that are non-discriminatory. We also aim to identify children who have the potential to be on the register, but who are currently underachieving.

Children are continually tested by means of national tests and assessments throughout the school. In addition, children will be identified using a range of techniques:

- ❖ analysis of information from reception assessments by the class teachers, assessment coordinator and Inclusion Leader.
- ❖ analysis of formative and summative assessments by the class teachers, assessment coordinator and Inclusion Leader.
- ❖ standardised and scaled scored tests
- ❖ ongoing tracking assessment -tests, careful record-keeping, collation of evidence, e.g. samples of pupils' work by class teachers
- ❖ teacher observation of social and leadership skills
- ❖ discussion with colleagues and subject coordinators
- ❖ observations and advice from subject coordinators.
- ❖ background knowledge
- ❖ peer nomination
- ❖ consultation with parents
- ❖ information received from previous schools

CHARACTERISTICS TO LOOK OUT FOR

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 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 skill or dexterity
- ❖ Make sound judgements
- ❖ Be outstanding 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
- ❖ Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all highly able pupils are obvious achievers. Many actually under achieve - their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations. To enable these pupils to fulfil their potential, it is vital to give everyone in the school the opportunity to excel. As a school, we recognise that we need to be alert to any groups of pupils who may be underachieving and to assess the potential ability of these pupils. We are also aware of the need to ensure that particular groups are not under-represented.

Planning and Organisation

We aim to:

- ❖ create an ethos where it is OK to be 'bright' and where pupils feel good about achieving excellence
- ❖ encourage all pupils to become independent learners
- ❖ provide a wide range of resources to accommodate the needs of able pupil
- ❖ offer opportunities for the able pupils to work independently or with older pupils of the same ability
- ❖ celebrate achievement
- ❖ involve pupils in decision-making, for example as members of the school council
- ❖ encourage pupils to carry out extra research work
- ❖ encourage pupils to participate in out of the classroom activities
- ❖ promote an atmosphere of inclusiveness where any negative stereotyped generalisations about most able pupils are challenged
- ❖ ensure that provision for most able pupils is embedded in all aspects of school life
- ❖ support the effective transition of most able pupils to the next stage of education
- ❖ Encourage parents and carers to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities, providing resources and opportunities at home and setting realistic targets.
- ❖ Promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.
- ❖ We use a mastery curriculum in maths. Mastery is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods.

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important.

This can be made possible by group work, or by the use of small groups working with a Teaching Assistant. Differentiation should provide activities requiring higher order thinking skills. The most able children need to be challenged. The role of the teacher is vital in challenging the thinking of the most able child.

Cross Curricular Links

We encourage the most able children to utilise their knowledge in all areas of the curriculum to broaden and enhance their questioning skills and higher order thinking skills. The areas of literacy, mathematics (particularly problem solving) and ICT often give the most able children scope to further develop these skills.

Types of Provision to Support the Most Able Children in school

Class based

- high expectations
- planned extension opportunities &/or open ended tasks
- small, group or individual work
- differentiated homework
- thinking skills

School based

- clubs
- specialist teachers e.g. for PE and music
- partnerships with secondary schools
- enrichment and extension activities which add breadth and depth to the curriculum
- school productions to challenge and extend the more gifted artists, singers, dancers and actors

- the encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates.
- Class assemblies
- Enrichment weeks when the normal timetable is suspended and cross- curricular projects take place, which offer pupils more challenge and responsibility.

Extra-Curricular Activities

These are highly valued for the most able child and include:

- Club activities
- Activity days and Master classes.
- Day and residential visits.
- The use of specialists e.g. teachers from secondary schools, visiting artists, authors speakers or sports people.
- A broad, creative curriculum, giving children a chance to thrive.

Inclusion

The most able pupils have equal access to all aspects of the curriculum and school life. The school recognises that some of the most able pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in the subjects in which they are talented without reducing the breadth of their curriculum and personal experience.

Teachers need to be aware of children who have Special Educational Needs who may also be talented in a particular area. For example, a child with dyslexia may have complex needs in literacy but may excel in numeracy/art/drama etc.

Staff Development and Training

The school makes use of local staff training and whenever possible, enables staff to attend local courses and conferences.

Management and Leadership

The SLT will:

- maintain the profile in consultation with other staff
- monitor the school's provision for pupils identified as being most able.
- monitor the progress of pupils identified as being most able.
- This policy will be reviewed regularly by the Curriculum and Achievement Committee.

Equal Opportunities

All children have equal access to the most able pupils' curriculum and resources, regardless of gender, race, ethnicity, religion or ability. Displays and references to gifted and talented members in our society show positive role models of gender, race, ethnicity and disabilities.

Spiritual, Moral, Social and Cultural Development

Teachers look for opportunities to develop a sense of wonder in most able pupils.

Resources

Resources are monitored and audited by the Inclusion Leader. Resources are kept in the Inclusion Room or in individual classrooms.