



St Francis Church of England Voluntary Aided Primary School

Most Able Pupils Policy

- a) Policy drawn up by SENCO in consultation with staff
- b) Date adopted: May 2009
- c) Reviewed: Spring 2015 & Jan 2016
- d) Review Date: Nov 2016
- e) Reviewed March 2017
- f) Reviewed April 2018
- g) Next review March 2019

MOST ABLE PUPILS POLICY

St Francis Church of England Primary School

Introduction

All children have the right to a broad, balanced and relevant education which provides challenge and an appropriate education and takes individual differences into account. At St Francis we are committed to providing an environment, which encourages all pupils to maximise their potential or personal achievements and this clearly includes pupils who display a gift or talent.

Our school vision and aims support this view.

Vision

We believe that all children are a gift from God.

That they are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.

That all children will leave the school with special memories and having achieved personal success, whilst being equipped to take their next steps in the journey of life.

Our aims

Our aims include the following objectives:

To challenge all children to reach their full potential, spiritually, intellectually, physically, creatively and socially.

To enable children to take a responsible part in their own learning and become self-motivated to attain their goals.

The aims at our school are:

- To identify the Most Able children
- To provide them with a suitably differentiated and challenging curriculum through Quality First Teaching
- To provide opportunities for these children to be independent and creative in their learning
- To celebrate high achievement
- To recognise the range of talents that pupils at our school have

Our definition of Most Able children

'Most able' pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Within this will be a smaller number of children who show exceptional abilities in one or more subjects in the statutory school curriculum. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership. In addition, as we try to have the widest possible view of ability, we also encourage and celebrate children who, for example, are particularly good at helping others, or noticing when children are upset and helping them.

Identification Children who demonstrate this described level of performance or potential may be identified using a range of methods:

- Teacher assessment/observations
- Teacher identification using an awareness raising checklist of characteristics (see staff guidance document)
- Assessment, such as test performance
- Information from parents
- Information from previous teacher/school or another professional e.g. sports coach, peripatetic music teacher

The progress of the Most Able children will be monitored at Pupil Progress Meetings and used to inform provision planning. There is a particular need to identify Gifted and Talented children who are underachieving. Typical characteristics of such children are low self-esteem, academic avoidance behaviour, poor study skills, poor peer acceptance and lack of concentration.

Provision

In the classroom:

At St Francis C of E Primary School, every child has access to Quality First Teaching through which **differentiation** (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of **extension** (providing challenges which go more **deeply** into a topic) or **enrichment** (providing other activities which run alongside the normal curriculum and go more **broadly** into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep the most able children interested and provide them with **challenge**, such as higher order thinking skills, questioning, problem solving and independent learning. This is supported by individual target setting appropriate grouping arrangements.

We aim to create an ethos where pupils feel good about achieving excellence and both achievement and effort are celebrated. Pupils are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods.

Outside the classroom

We aim to provide activities that will enrich and extend the experiences of our most able pupils. We also provide a varied programme of after school clubs, visiting experts and curriculum days/weeks.

Whole School Provision

Our goal at St Francis is to provide high quality learning experiences for our able and gifted pupils. We aim to:

- Use a whole school policy on identification and provision;
- Create a positive climate in which it is good to succeed;
- Identify the needs of able pupils in the planning process, including the provision of resources where funding allows;
- Encourage independent learning, providing opportunities for pupils to organise their own work, access resources, make choices, analyse and evaluate their achievements;
- Be aware of the effects of gender, ethnicity and social circumstances on learning and high achievement;
- Acknowledge each child's individual gifts and recognise achievements;
- Have flexible organisation, which might allow withdrawal, setting, subject enrichment or partial acceleration;
- Give children opportunities to take responsibilities and use initiative.

A tiny minority of exceptionally able children are capable of functioning at a level several years in advance of their age. Consequently they need very specific individual planning which extends and enriches their learning. This planning is done in consultation with the parents, the child, the class teacher and the SENCOs

Provision within the Classroom

Class teachers are ultimately responsible for the progress and attainment of all their pupils. In order to meet able pupils needs teachers will:

- Have high expectations;
- Design tasks are designed to take account of levels of existing knowledge, skills and understanding;
- Plan extension opportunities or open-ended tasks
- Use questioning effectively;
- Adopt appropriate pace, rigour and challenge;
- Initiate small group work;
- Group by ability as necessary;
- Provide opportunities for pupils to work on higher order skills;
- Differentiate homework;
- Employ a variety of teaching styles to support all types of learning;
- Use Assessment for Learning (AFL) to increase pupil participation in planning and evaluation.

School wide Provision

- School clubs;
- Participation in a variety of activities including musical, sporting and other opportunities to ensure social development;
- Local and residential trips;
- Enrichment/ performance opportunities;
- Encounter Days;
- Working with external specialists such as Artists in residence, sports coaches.

Responsibilities

The Class Teacher will be responsible for:

- Identifying the more able in their class;
- Setting appropriate targets for the more able in their class;
- Ensuring appropriate provision through differentiated planning;
- Using appropriate resources to challenge the more able;
- Reporting to parents and others on the progress of the more able;
- Monitoring the performance of the more able.

The Coordinator will be responsible for:

- 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 the Most Able is reflected in scrutiny and moderation activity, pupil conferencing, lesson observations, work sampling and Pupil Progress Meetings.
- Monitoring the implementation of the agreed policy;
- Supporting and monitoring curriculum planning which ensures differentiated provision;
- Ensuring the transfer of relevant information on the cohort to secondary schools;

- Purchasing and organising resources to facilitate the teaching of more able children.

The 'Most Able' Governor will:

- have oversight of policy and provision for the Most Able and review this through the Curriculum Committee

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- Ensuring appropriate provision through differentiated planning;
- Using appropriate resources to challenge the more able;
- Reporting to parents and others on the progress of the more able;
- Monitoring the performance of the more able.

Monitoring and Evaluation

The progress of the Most Able children will be monitored at Pupil Progress Meetings and used to inform provision planning. We follow the principles of the Assess – Plan – Do – Review cycle, using assessment to inform provision and planning and then reviewing progress to once again inform planning and delivery. Information on the Most Able pupils will be provided on transfer between classes and between schools.

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, the Inclusion Co-ordinator or Head teacher through the school year to discuss any matter. This policy should be read in conjunction with the:

- Equality, Inclusion and Diversity Policy
- Local Offer
- SEND Information Report
- Accessibility Plan
- Curriculum subject policies
- Assessment, Planning, Recording and Reporting policy