



Great Wilbraham C of E Primary School

Policy title: Most able

Date created: September 2021

Date ratified:

Next Review Date: September 2023

Signed:

1. Introduction

1.1. Rationale

This policy defines how we identify children as 'most able' and / or 'gifted and talented' as well as the provision that is available for them.

1.2. Definition

More able learners can be defined as the top 10% of children in each year group. This top 10% is regardless of the overall ability profile of the year group and it will therefore vary between cohorts and schools. Children identified as being in the top 10% most able group one year may not necessarily be in the top 10% the following year as cohorts change. Similarly, a child who transfers to another school may not be in the top 10% most able group there. Therefore, this is a fluid and relative definition. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents

Most able learners are defined as those who have significant abilities in one or more subjects of the statutory school curriculum. 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.

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)."

DCSF (Department for Children, Schools and Families)

1.3. Our aims are to:

- Provide a high-quality 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.
- Ensure that pupils achieve their full potential; meeting expected attainment and progress targets by developing children's confidence.
- Provide extra-curricular activities which provide enrichment in different areas of the curriculum.

2. Leadership and management

2.1. Roles and responsibilities

Headteacher

- Review gifted and talented register and monitor most able pupils
- Monitor provision for these pupils through pupil progress meetings and work sampling
- Support staff to identify pupils and provide strategies to meet their needs
- Feeds back to the Governing Body

Staff

- Identify more able and gifted and talented pupils
- Inform parents of their child's attainment/skills and how staff will deepen their learning
- Communicate any external opportunities for extension activities that might be appropriate
- Lesson plans will be reviewed regularly by all teachers to ensure that the most able are being appropriately planned for

2.2. Continuing professional development

Staff needs in CPD in relation to more able and gifted and talented pupils may come through performance management, recognition of a whole school need or through the needs of individual pupils.

2.3. Reviewing and monitoring

This policy will be renewed every three years.

3. Teaching, learning and assessment

3.1. Characteristics of an able child

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

- think quickly and accurately
- work systematically





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- 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
- It is important to recognise that not all most 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. At Lawn, we are committed to ensuring that the provision for most able children is a priority.

3.2. Provision:

Most able / gifted provision will depend on the individual learning needs of the pupil. In relation to most able children, good quality first teaching, which includes appropriate differentiation, will provide the right level of challenge for that child.

Opportunities for open ended tasks (including thinking skills, problem solving and using and applying knowledge) are routinely planned for. As our school has mixed year group classes, children from the younger year routinely work within the objectives of the year above. Throughout the year, other additional groups may take place focusing on specific skills in literacy and maths. The school will enter children into activities that develop their skills and knowledge base. Peer coaching may also be used where appropriate.

The school will facilitate opportunities for talented children to participate in activities outside of school which further their gift or talent. This may involve granting authorised absence from school.

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. We use a mastery curriculum. 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. *Please see below for the system we use to track pupil's mastery within the curriculum for English and mathematics.* Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers including the setting across core subjects and small group interventions.

In every year group we set targets for English and mathematics, and teach the children in ability groups. These groupings are flexible and alter termly following tracking and monitoring of progress and need.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. We also invite most able pupils to run their own clubs.

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 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 enrichment weeks when the normal timetable is suspended and cross-curricular projects, which offer pupils more challenge and responsibility.





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3.3. Identification of most able children

We use a range of strategies to identify most able children. The identification process is ongoing, and begins when the child joins our school.

In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be most able.

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

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.

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 in all subjects of the new National Curriculum in accordance with the new assessment without levels initiative. 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.

3.4. Assessment

Regular monitoring and tracking of groups throughout the school takes place every term and half termly pupil progress meetings highlights the key children and whether their needs are met.

. Children can be assessed as to their ability to master the objectives using a scale from 1 to 4.

Rating	#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very Good]
Standards	This is below the expected standard depth of application and understanding. Does not apply their learning.	This is the expected standard depth of application and understanding. Average application of learning.	This is above the expected standard depth of application and understanding. Good application of learning.	This is well above the expected standard depth of application and understanding. Very good application of learning.
Examples	Recalls facts, remembers learnt information. Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Applies own knowledge into alternative and unique contexts.

4. Personal development, behaviour and welfare

4.1. Celebration of Individual Achievements:

We provide opportunities for children to share and celebrate their achievements from both within school and outside school activities including whole school merit assemblies and time within classes. There will also be opportunities from time to time for children to showcase their talents to other children and parents.

5. Outcomes for pupils





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5.1. Inclusion and equal opportunities

Our whole school philosophy totally encompasses the equality of access and opportunity. Curriculum planning, teaching and learning and the behaviour strategies take into account pupil's age, aptitude, gender, ethnicity and special educational needs. The learning environment enables every pupil to fulfil their potential. The contribution all pupils make is acknowledged and valued. Pupils with emotional and/or physical needs who need individualised programmes with personal achievable targets and rewards are catered for and fully supported.

5.2. Disadvantaged most able pupils

As with all pupils, the school is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

5.3. Progress from EYFS to Y6

More able and gifted and talented groups are tracked throughout their time at the school and their achievements celebrated.

6. **Links to other policies**

6.1. SEND policy

6.2. Inclusion policy

