



**Southfield Primary
School
Most Able Policy**

Rationale:

At Southfield Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all children. We plan our teaching and learning in such a way that we enable each child to reach the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as Most Able.

Aims:

- To make early identification of our Most Able, children using a variety of methods of assessment;
- To promote the child's self-esteem;
- To ensure that all, Most Able children achieve their full potential;
- To provide a rich, challenging and differentiated curriculum in which Most Able children can work at their own level and pace;
- To address and further develop specific skills and talents of our Most Able children;
- To widen opportunities and expectations by extending teaching and learning skills;
- To celebrate the continued development of the school as a learning community;
- To liaise with parents/carers.

Definitions:

In the national guidelines the terms are distinguished as follows. The DCSF (Department for Children, Schools and Families), defines able learners as:

"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)."

They can be identified in any year and amount to 7-10% of the school population, provision will be made for these children within the normal class teaching (through Quality First Teaching).

Most Able learners are defined as those who have abilities in one or more subjects in 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.

Identification Strategies:

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, 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 from these assessments.
- Across the school identification of Most Able children will be informed by assessment, observations, pupil progress meetings and teacher professional judgement.
- We will take into account information from parents/carers.
- We will discuss with children their own views and how they perceive their learning.
- We must ensure that our judgements of Most Able children are consistent by regular discussion and moderation.
- The progress of the Most Able will be discussed at half termly Pupil Progress Meetings

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

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 further develop their skills and talents 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.

Roles and Responsibilities:

The Inclusion Lead will:

- Monitor progress of the children identified as Most Able
- Lead staff discussion and awareness raising about the aims and expectations for these pupils;
- Ensure that work planned for Most Able children is differentiated;
- Ensure children identified as 'Talented' are given opportunities to extend and celebrate their talent with the school community;
- Children with Individual Action Plans will be tracked on the school's provision management system and data will be analysed half termly;

- More Able children who receive additional time and support with an adult will also be tracked on the school's provision management system;
- purchase and organise resources, keep abreast of new developments and have a knowledge of specialist facilities;
- offer advice and support for parents/carers.

Class teachers:

- ❑ The class teacher will identify the Most Able pupils as a group on the Pupil Progress document (alongside Pupil Premium and SEN children) prior to the meeting, they will include current attainment and list how they have catered for their individual needs. This information will then be discussed at the Pupil Progress Meeting including attainment data and progress will also be reviewed.
- ❑ The class teacher will discuss the progress of individual Most Able children, at Pupil Progress Meetings.
- ❑ Class teachers should use a variety of strategies to meet the needs of Most Able children (see section on Learning and Teaching below).
- ❑ The class teacher should keep parents/carers informed.

Parents/ carers:

- ❑ We want our parents/carers to be aware that we are committed to meeting the needs of all our children.
- ❑ Parents/carers of children who are Most Able will be made aware of their child's achievements at Parent/Carer meetings

The child:

- ❑ The school aims to provide a stimulating learning environment for all its children, this includes, Most Able children.

Governors:

- The governing body will be responsible for ensuring that this policy is fully implemented.
- A governor has been given specific responsibility for children who are Most Able. This will be the link governor for Inclusion.

Communication:

- Most Able children, receiving additional support/interventions will also be entered into the school's provision management system.
- This information will be passed on throughout the school during handover meetings.
- Class teachers will liaise with Inclusion Lead so as to make appropriate provision for these children.
- Where necessary and appropriate the school will link up with external providers.

Organisation:

- Staff will make flexible and efficient use of resources.
- Teachers will deploy appropriate teaching styles (see following section) with children and evaluate their outcomes.
- Teachers will use their assessments to inform future planning.
- There will be sufficient differentiation for all children, offering sufficient challenge for the Most Able.

Learning and Teaching:

Learning and Teaching strategies should include where appropriate:

- Differentiated lessons, including differentiated teacher questioning and differentiated tasks;
- Varying groups to suit learning including objectives around learning styles and social development;

- ❑ Different tasks where relevant and extension opportunities. In some cases children may move straight to advanced work rather than have to complete work the rest of the class has to complete;
- ❑ Child initiated learning opportunities;
- ❑ Adopting a problem solving approach;
- ❑ Adopting a skills based approach to learning where how to learn is the focus rather than what to learn;
- ❑ Awareness of learning styles;
- ❑ Special tasks of responsibility;
- ❑ Visits by experts.

Talented Pupils

- ❑ Where talented children demonstrate an innate talent or skill in a creative or sporting field the school will provide opportunities for them to take part in extra curricular clubs which include: Orchestra, Choir and Football.
- ❑ Financial support to attend these extra curricular activities is available to parents on low incomes so that no child is disadvantaged by his/her family circumstances.
- ❑ The school also takes part in a number of sport competitions; children who show a talent in sports are given opportunities to take part in these.

Monitoring and Evaluation:

- ❑ All monitoring and evaluation should reflect the school's self-evaluation procedures.
- ❑ Children identified as *Most Able* will be regularly monitored and reviewed by the Inclusion Lead and the Class teacher at Pupil Progress Meetings. Work samples for children identified as *Most Able* will be included in the school's moderation cycle; this is to ensure that suitable tasks are being undertaken by the *Most Able* children
- ❑ Lesson observations across the curriculum will focus on these pupils to ensure the correct provision is in place for them
- ❑ .
- ❑ SLT will carry out pupil voice sessions with the, most able pupils to find out about their learning experiences
- ❑ The governing body will comment on progress and developments in implementing this policy.

REVIEW OF POLICY

Governing Body Sub Committee	Published	Review Date	Author
Learning and Teaching Policy		July 2020	Amandeep Tamber
Headteacher's Signature			
Chair of Governors Signature			