



Most Able Pupils Policy

Next review date September 2018

Compassion
Forgiveness
Friendship
Trust

“There are two ways to interpret the phrase “stretch and challenge”. On the one hand, it relates to whole-class teaching and the importance of stretching and challenging every pupil’s thinking. On the other, it relates to individuals and the importance of pushing the thinking of the most able pupils. Both interpretations are equally valid and essential components of great teaching.”

Mike Gershon

Ackworth Howard School is rooted in Christian belief and principles and it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

Rationale

Article 29: Education should develop each child’s personality, talents and mental and physical abilities to their fullest potential (UN Convention on the Rights of the Child, 2001)

National Curriculum 2014: ‘Teachers set high expectations for every pupil’ and ‘plan stretching work for pupils whose attainment is significantly above the expected standard’ (Department for Education, 2013)

Ofsted: Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels (Sean Harford, Ofsted National Director of Schools, March 2015)

The Howard School Vision: We are committed to ensuring that all children have equal access to the whole curriculum and are given equal opportunities to develop to their full potential in a safe and secure environment in partnership with parents and carers.

At the Howard School we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with unique personalities, skills and abilities. We provide teaching which makes learning challenging, engaging and investigative to achieve greater breadth and depth of understanding and enables children to reach their potential.

We also recognise that within our school there are a number of children whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision made. It is accompanied by guidance for staff on strategies to meet the needs of the Most Able pupils.

The aims at our school are:

- To identify the Most Able children.
- To transform ability into achievement within the classroom.
- 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.
- Understand the learning and other needs of pupils, including those from disadvantaged backgrounds.

At the Howard School we also believe that children with particular abilities and talents **must be** recognised and supported to be stretched – intellectually, emotionally, aesthetically, socially and physically.

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. We encourage the children to live and breathe our Christian Values.

Identification

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

- Teacher assessment/observations.
- Test/SATs performance.
- Information from parents.
- Information from previous teacher/school or another professional e.g. sports coach, peripatetic music teacher.
- Moderation discussions/activities.

Those children identified will be recorded on the 'Most Able' Register and identified in our assessment tools. This Register will be updated through an ongoing process – provide – identify - provide. The progress of the Most Able children will be monitored at Pupil Progress Meetings and used to inform provision planning.

Provision

In the classroom

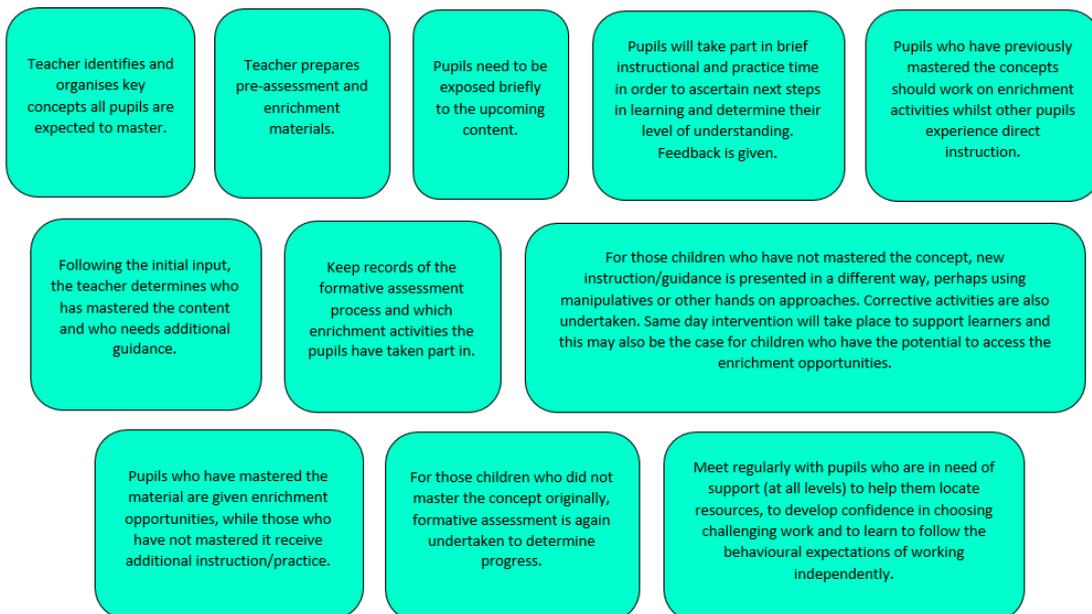
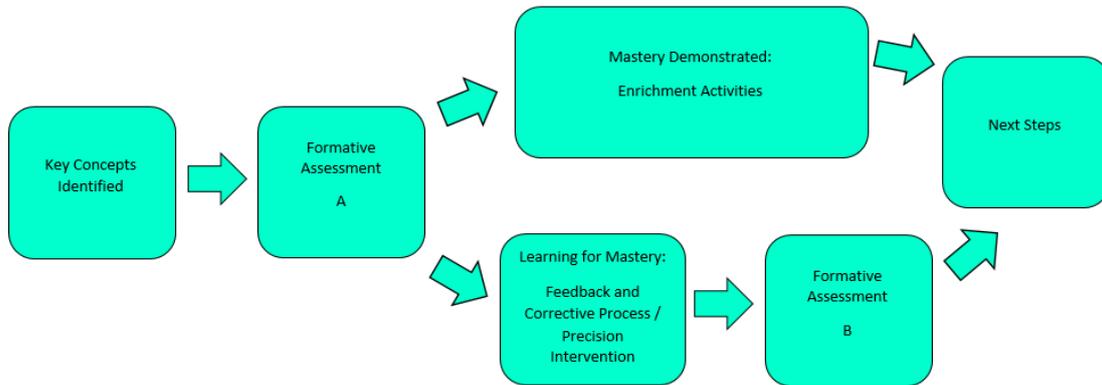
At the Howard School, every child has access to Quality First Teaching through which **differentiation** (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of **extension** (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:

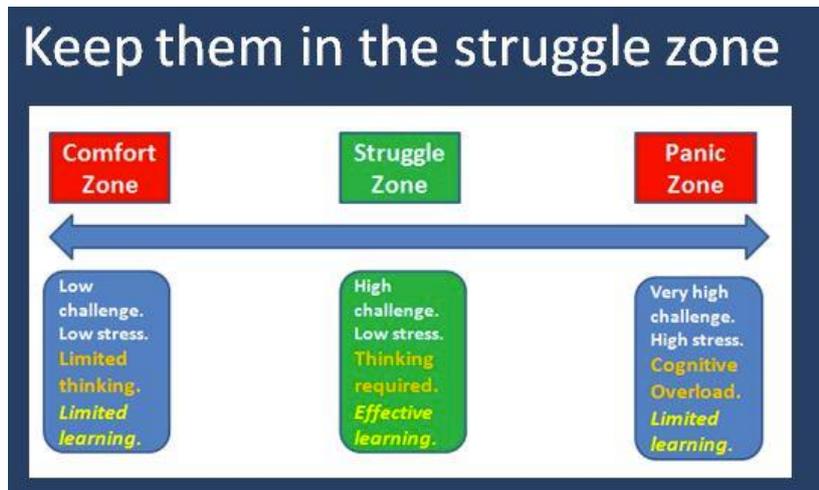
- Rich questioning.
- Higher order and abstract thinking (e.g handling ambiguity and paradox).
- Problem solving and enquiry.
- Development of advanced language skills, to include accuracy, precision and fluency.
- Independent work and self-study.
- Development of metacognition.
- Transfer of knowledge across disciplines.
- Provision of leadership and debating opportunities.
- Curriculum enrichment.

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.

The school has created a **Mastery** approach to teaching and learning flowchart which is embedded across school provision.





Outside the classroom

We aim to provide activities that will enrich and extend the experiences of our most able pupils. We strive to provide outdoor activities that are exciting and challenging in order to inspire and develop the skills of our most able pupils. We also provide a varied programme of specialist teachers, after school clubs, visiting experts and curriculum days/weeks.

Monitoring

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.

Roles and responsibilities

Class Teachers are ultimately responsible for the progress and attainment of all their pupils. Class Teachers will:

- Take steps to identify the Most Able pupils using the methods identified in this policy.
- Assess the progress of the Most Able pupils through normal classroom and whole school assessment cycles.
- Plan and implement appropriate provision.
- Record strategies used in Pupil Progress Meetings documentation.
- Deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the Most Able.
- Review provision regularly.

The **Headteacher** will:

- 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.

The **Governors** will:

- Have oversight of policy and provision for the Most Able and review this through the School Development Committee.

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 leader or Head teacher through the school year to discuss any matter.

This policy should be read in conjunction with the:

- Inclusion Policies
- The Howard Local Offer
- SEND Information Report
- Accessibility Plan
- Curriculum subject policies
- Assessment policy
- Pupil Premium Policy