

Most Able Policy



2017/18



Introduction

Handsworth Primary School welcomes children with a wide range of abilities and provides a curriculum that is appropriate to the needs and abilities of all our children. We provide a secure and challenging environment which stimulates the development of all our children and enables them to realise their potential.

Aims

This policy ensures we recognise and support the needs of the children in the school who have been identified as the most able.

Through this policy we aim to:

- Ensure that we recognise and support the needs of all our children;
- Enable children to develop to their full potential;
- Offer children opportunities to generate their own learning;
- Ensure that we challenge and extend the children through the work that we set them;
- Encourage children to think critically and work independently.

Definition

The most able pupils are defined as those with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)

Identification and Monitoring of Progress

We use a range of strategies to identify the most able children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo assessment according to EYFS within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

The children undertake national tests in Year 1, 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making good progress.

Each term teachers review the children's progress and record this in the School Assessment Data. Teachers discuss the children's progress with the Head Teacher and Inclusion Manager during progress review meetings, parents at the termly consultation evenings, and report annually on each child's progress in July.

The most able children are identified on the in-school register and this information is included as part of the termly census submission.

Identification in English and Maths

Most Able children in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more-advanced skills when engaged in discussion.

Most Able children in Maths are identified when they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers
- work at mastery level to problem solve.

Teaching & Learning Provision – Enrichment and Greater Depth

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, such as by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

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.

We set targets for English and Maths and differentiate activities according to children's abilities. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the ability band of each group.

We ensure close secondary school liaison with Highams Park Secondary School. A secondary school maths teacher provides greater depth/mastery teaching to the year 6 more/most able.

Extra-curricular Provision

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 wide range of sporting and musical clubs, as well as curriculum based clubs (Maths, Writing, Science, Chess, coding & IT).

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.

There are opportunities to enter national schemes and competitions e.g. Young Mathematicians sponsored by Cambridge University, chess champions at Olympia, Sports Competitions.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Management Strategies

There is a nominated teacher who coordinates the provision and practice within the school for the most able children. The co-ordinators role includes:

- Ensuring the register of the most able is maintained and monitoring progress;
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by the most able pupils across all curriculum areas;
- Regularly reviewing the teaching arrangements & tasks for more able and most able children;
- Monitoring the progress of the most able children through termly discussions with teachers, progress review meetings, tracking sheets;
- Supporting staff in the identification of the most able children;
- Providing advice and support to staff on teaching and learning strategies for the most able children;
- Liaising with the Head teacher, parents, governors and LA officers on issues related to the most able children.
- Liaising with secondary schools.

Monitoring and Review

Progress of the most able is monitored by teachers on an ongoing basis and the register updated accordingly. The attainment and progress of the most able is reviewed termly a pupil progress meetings with the class teachers, Head Teacher and Inclusion Manager. The progress of the most able Pupil Premium children is monitored termly at pupil progress meetings and enrichment interventions reviewed for impact termly and recorded on the Pupil Premium Provision Map.

Governors will work with the school's coordinator for the most able and monitor the progress of the most able at termly governing body meetings.

Policy reviewed July 2017

Date of next review July 2019