

Emmer Green Primary School

'Most Able Pupils' Policy

Introduction

At Emmer Green, we strive to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for 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 the 'most able learners' according to national guidelines.

In these guidelines the term 'most able' refers to a child who is achieving at a very high level which is significantly above the national average. Those children who are 'most able' often have very well-developed learning skills in a subject area or who excel in one or more specific fields, such as sport or music.

Aims and objectives

At Emmer Green Primary, we aim to:

- ensure that we recognise and support the needs of our children socially, emotionally and intellectually;
- enable children to develop 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 and work independently;
- offer opportunities to work at higher cognitive levels.

Identification

We will aim to identify the most able pupils, wherever possible using a combination of the following:

- analysis of summative test results and formative teacher assessments
- discussions with teachers and with parents
- information from specialist teachers, e.g. sports coaches, French teacher
- performance in sports, drama, music etc
- discussions with pupils during the year and continuous observations

Identified pupils are added to the most able pupil register, which is kept by the Most Able Leader. Parents will be informed, when appropriate, that their child is most able in a particular subject and the appropriate targets will be explained.

In comparison with their peers, when engaged in their area of expertise, the most able pupils will tend to:

- Show a passion for particular subjects and seek to pursue them
- Master the rules of a domain easily and transfer their insights to new problems
- Analyse their own behaviour and hence use a greater range of learning strategies than others (self regulation)
- Make connections between past and present learning
- Work at a level beyond that expected for their years
- Show intellectual maturity and enjoy engaging in depth with subject material
- Actively and enthusiastically engage in debate and discussion on a particular subject
- Produce original and creative responses to problems.

Class Provision

All teachers ensure that there are a variety of in class strategies to stretch and challenge the most able pupils and that these pupils have suitably challenging targets.

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Strategies include:

- A variety of groupings used effectively e.g. ability grouping, mixed ability, learning partners etc;
- Differentiation, which can be achieved in the classroom by: outcome, resource, task, dialogue, support, layered questioning or pace and at home with differentiated homework, amongst others;
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Tasks can be:

- Mastery tasks which allow pupils to apply the curriculum in more complex and in-depth, cross-objective methods. They demonstrate how skilfully a pupil can apply their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations, often using reasoning or problem solving;
- Extension work occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills;
- Enrichment tasks consist of broadening a pupil's education. This can consist of enabling a pupil to study aspects of the topic that there would not normally be time to study, or it can consist of adding extra subjects to the curriculum.

Provision beyond the class teacher:

- Specialist teachers, who ensure a wide range of high quality opportunities in both music, sport and French;
- Wide range of school clubs eg orchestra;
- Opportunities for performance and presenting, including school productions and concerts;
- Shared celebrations of success both in and out of school in achievement assemblies.
- Participation in local events and national competitions, for example Y5 Maths Masterclass sessions at Highdown Secondary School.

Monitoring and Evaluating

Class teachers are accountable for the attainment and progress of pupils in their class. They will regularly monitor the progress of their pupils and are responsible for ensuring that provision, support and challenge meet the needs of their most able learners. They review the pupils who are on the register termly and make alterations as necessary. They liaise with parents as appropriate, on how they can support their child's learning.

Phase leaders and SLT use pupil tracking data, to identify pupils who do not make expected progress and evaluate the success of strategies implemented to support pupils in their learning. Most able pupils are discussed at pupil progress review meetings.

The Most Able Leader monitors the overall teaching and learning of the most able pupils.

The Most Able Leader monitors this policy on a regular basis and gives feedback to the Headteacher. The policy is reviewed annually by governors.

Date: January 2021