

Most Able policy

Birchwood Junior School



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1. Philosophy and Rationale

At Birchwood Junior School, we believe in the importance of providing appropriate learning experiences for all students of all abilities. Throughout our curriculum offer we run a 'Golden Thread of Inclusion'. This policy provides guidance as to how we will meet the needs of our Most Able students by meeting the following objectives:

- To identify the Most Able students
- To produce an accurate register of named students this is tracker on Provison Mapping
- To address the needs of the Most Able through providing support and teaching which makes their learning challenging, engaging and enables them to reach their full potential.
- To nurture Most Able student's interests allowing them to develop skills in leadership, extensive vocabulary, the ability to balance arguments, generalise, coach others and convey concepts with increasingly more complex strategies
- To provide enrichment experiences outside the classroom. To support self-reliance and independent learning.
- To raise **aspirations** for all Most Able students.
- To liaise with parents of Most Able students

2. Definitions of Most Able

There are many definitions of Gifted and Talented/Most Able. The Department for Education defines Gifted and Talented children as “Those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).”

Gifted learners refer to students who succeed in “academic” subjects. **Talented** learners refer to students who show ability in Music, Drama, Art, P.E., or other areas such as leadership

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. Most Able pupils tend to make up 5-10% of the student population nationally.

3. Identification

The Most Able students are identified through various sources of information including:

- Initially through Key Stage 1 SATs
- Summative assessment in all areas of the curriculum – **See assessment policy**
- First data input from all staff at pupil progress meetings
- Evidence of pupil’s sustained work being of high performance or with a high level of complexity

The Deputy Head teacher and Most Able Lead collects this information and the register, which is updated at the end of every year, is made available to all staff.

4. Threshold for inclusion onto the Most Able Register

The register is reviewed at the end of each year and only the GDS achievers will be included. After every data entry students, falling below the GDS expectations in the year group will be tracked and mentored in order to help them attain expected progress for them.

Year 3 –

Year 4 –

Year 5 –

Year 6 -

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
- use vocabulary purposefully
- work systematically
- generate creative working solutions with clear rationale
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations

- communicate their thoughts and ideas coherently
- 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 and confident in taking opposing stances
- 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

5. 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.

6. Provision

In-class Approaches

Important strategies include:

As a mastery school, Most Able pupils will work on the age related content with the same teacher input. During this time, Most Able pupils will be encouraged to share expertise, model high-level vocabulary to others as well as learn to coach and lead other pupils in learning.

Furthermore:

- The teachers may use questioning as a key tool in challenging and stretching pupils understanding of a concept or skill.
- The teachers in lower school may try to provide Most Able pupils with support cards to help them structure responses and complete tasks to a higher level.
- The teachers will provide exemplars or success criteria of expectations for the level a Most Able children need to achieve within the lesson to ensure they are challenged
- The teachers will encourage Most Able pupils to work towards being able to generalise independently.

Additional approaches:

- The management of student groupings (whether mixed-ability or ability sets).
- The provision of opportunities for the Most Able students to work with others of the same ability.
- The mentoring and additional provision for the Most Able students.
- The provision of enrichment/extension tasks which develop learning
- Further Appropriate differentiation, taking into account different learning styles

- The development of independent learning through Assessment for Learning strategies to allow students to organise their own work, carry out tasks unaided, evaluate their work and become self-critical
- The provision for the Most Able students in lesson planning
- Encouraging students to strive to achieve GDS outcomes in all areas of the curriculum
- Use of technology to provide extension work and resources to extend a pupils knowledge
- Learning is enhanced 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. Offering cross-curricular projects, which offer pupils more challenge and responsibility. (Cultural Diversity week, STEM week, Healthy Schools week)

Out of Class Activities

The following activities are offered on a regular basis and, although they sometimes benefit all students, they are particularly apt for those who have potential in certain areas as they provide opportunities to practice and extend their skills further:

- Enrichment days/visits
- Residential experiences
- School clubs
- Musical and sporting activities
- National competitions
- Mentoring by specialist staff
- University visits
- Setting in core subjects to stretch and challenge Most Able

Parents will also be given the opportunity to request any support for their child they feel is necessary

7. Parents

The parents of every student on the Most Able Register will be informed of their child's inclusion and that:

- Provision for the Most Able is high on the Birchwood Junior School's agenda

- Subject leader's will develop strategies to teach the Most Able
- Their son/daughter will be asked to participate in activities aimed at the most able
- Parents will therefore be kept informed of the activities that are taking place in the Birchwood Junior School and be able to keep track of their child's participation.

8. Monitoring and review

Class teachers

8.1 Class teachers keep regular records of the attainment and progress for all pupils in their classes or sets in Reading, Writing and Maths, and report each term on the progress and attainment of these pupils. Teachers discuss the children's progress with parents at the termly consultation evenings and report annually on each child's progress in July. All co-ordinators use their subject data analysis to form action points for the next academic year.

8.2 Class teachers keep records of the attainment and progress of the most able pupils in those areas in which they excel. This is used to inform future provision necessary to meet their needs.

8.3 Class teachers review progress and set targets with pupils each term, or more often if required.

Most Able Lead

There is a nominated teacher who coordinates the provision and practice within the school for most able children and keeps an up to date register of able, gifted and talented pupils.

8.4 The Most Able Lead tracks progress of most able pupils.

8.5 The lead regularly monitors the provision for these pupils by reviewing the teaching arrangements in place and lesson planning. Work samples from the higher achievers will also be monitored and lesson observations across the curriculum will ensure the correct provision for the most able pupils in our school.

8.6 The lead supports staff in the identification process as well as provides advice and support on teaching and learning strategies.

8.7 The lead liaises with parents and provides feedback to the governing body on an annual basis. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

Governors

8.8 The governor with responsibility for Curriculum monitors the school provision for most able pupils. The governor will work with the school's Most Able Lead in support of the school's efforts to help these pupils to reach their full potential.

9. Roles and responsibilities

The Deputy Head Teacher and Most Able lead has overall responsibility for:

- Ensuring that the policy is implemented
- Coordinating the monitoring of progress
- Ensuring that the professional development programme includes relevant aspects of provision for the Most Able and delivering INSET where necessary
- Working with relevant parties to monitor and update the register and putting information on Provision Map
- Liaising with parents on Most Able issues

- Supporting subject leads in planning for their Most Able learners
- Liaising with partnership schools to ensure successful transition
- Keeping the governing body informed on work within provision for the Most Able
- Attending externally run courses to remain informed of the latest developments

APPENDIX 1: Exemplar Most Able responses to questions (Modelled Complexity)

APPENDIX 2: Supporting Vocabulary mat and stem sentences for Most Able

APPENDIX 3: Assessment tracking of Most Able

APPENDIX 4: Stretch and Challenge 'Deeper Understanding' questions in the wider curriculum