



New Marston Primary School

Academically More and Most Able Policy October 2018

Introduction and Ethos

At New Marston Primary School, we have high expectations for **all** of our pupils, regardless of prior attainment. We aim 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 'More Able' or "Most Able"

Definitions

Academically More Able – A child who is working *above the expected level* for their age within the realms of the school curriculum.

Academically Most Able – A child who entered their Key Stage of education significantly above the expected level for their age within the realms of the school curriculum.

The terms Gifted and Talented are no longer recognised by Ofsted or the DfE.

Greater Depth and High Prior Attainers

All of our more and most able pupils are expected to be working at a greater depth than other pupils. Assessment systems are in place to ensure pupils, once identified as working at greater depth, are then identified as High Prior Attainers and do not slip below their progress trajectory.

Aims and Objectives

- To promote the identification of More Able and Most Able pupils, using a variety of methods of assessment.
- To ensure that all identified pupils achieve their full potential.
- To provide a rich, challenging and differentiated curriculum in which identified children can work at their own level and pace.
- To give opportunities, in all curriculum areas, to develop talents, creativity and reasoning skills.
- To create an ethos where pupils can have and achieve the highest aspirations.
- To work in partnership with the home and school so that all pupils can reach their full potential.

What and how we teach

Teachers plan carefully to meet the learning needs of all our children. Objectives are set according to the children's individual needs. We pursue and provide a range of enrichment opportunities for pupils identified as more and most able.

More Able pupils will be taught through a range of strategies:

- Planning and work will be differentiated and extended for the More Able children in class lessons
- Themed weeks
- The class teacher will focus on the most able group each week and will include higher order thinking skills and more problem-solving activities in the lesson

Most Able pupils

- Pupils will be offered extension tasks at a higher level on a regular basis
- Liaison with other schools (Primary and Secondary) in order to access a wider range of facilities, expertise and resources. Pupils may attend planned activity days organised by staff and in conjunction with other local schools to focus on a particular skill or subject area.

General

- Talent Shows will be offered in school for children to share talents.
- Specific events organised in school. This will cater for all children throughout the year (sporting, music etc)
- We offer a range of extra-curricular activities for our children. These activities offer all children the opportunity to further extend their learning in a range of activities such as sport, music and computing.

How we monitor

Monitoring the ability and potential of all pupils is the responsibility of the class teacher. The Headteacher and Curriculum Leader are responsible for:

- Monitoring teachers' planning to ensure that suitable tasks are being undertaken by the children of all abilities in the different curriculum areas (where appropriate).
- Monitoring the progress of children identified as more or most able through discussion with the class teacher and reviewing assessment data to check if those pupils continue to make above average progress.
- Supporting staff in the identification of more and most able pupils.
- We hold regular Pupil progress meetings with all teachers, where the identification of more and most able pupils might take place

How we support children

Children are supported within class and on occasion through intervention, where children work in small groups to develop and progress to their full potential. These are recorded on our provision map. If children show ability in specific areas, teachers liaise with parents to ensure children are directed to further or specific routes to develop their talent, e.g promotion of swimming clubs, footballs clubs, maths opportunities, philosophy clubs etc and opportunities within school.

Planning to support the most able pupils

At New Marston, we:

- Identify pupils with high learning potential at the school. Criteria used for identification vary between schools and LAs. Whatever criteria the school adopts should be clear, explicit and made available to parents
- Create a register for monitoring pupils with high learning potential

- Notify the parents of pupils who have been identified as having high learning potential and explain what action the school will take as a consequence of this
- Designate a lead teacher responsible for co-ordinating provision and monitoring the progress of pupils with high learning potential
- Nominate a governor to monitor provision for pupils with high learning potential
- Write a policy that explains the criteria used for identification and the provision for the most able
- Ensure that all staff are involved in challenging pupils to reach their full potential through extension work, enrichment activities or an accelerated curriculum
- Develop a culture of high expectations for all students and teachers
- During transition, we ensure that teachers and leaders in make effective use of information held by the prior learning stage
- Identify designated staff and governors to champion the needs of disadvantaged most able students
- Involve universities, other providers and employers in training school staff to provide expert advice and guidance to the most able students
- Provide training for teachers of all Key Stages so that their teaching routinely challenges the most able students
- Provision is evaluated regularly to ensure it meets the needs of these pupils, such as ensuring reading books are of interest, or that each pupil has any necessary additional equipment
- The pupils are named in their teachers' appraisal targets, with clear expectations of progress for each pupil
- Any additional funding, such as pupil premium funding, is evaluated to ensure it has a strong impact for pupils eligible for the grant
- Any additional work for these pupils is explained clearly to parents, such as talking through the school's calculation policy
- The school does not overload pupils with additional work, but instead supports them to achieve with carefully chosen activities
- Audit current provision for more able pupils
- Learn from a range of relevant research
- Equip ourselves with evidence-based strategies to stretch more able pupils
- Gain a deeper understanding of the barriers affecting more able disadvantaged pupils
- Use a mastery approach to learning, which accelerates learning for all pupils.

Things we avoid (based on recent research and DfE advice)

- **Overloading pupils with more content.** More able pupils should not just be challenged by expecting them to cover more content. Instead, pupils should be encouraged to think more deeply about the current content. Schools should focus on depth of knowledge, rather than breadth
- **Focusing on just one skill set.** The most able pupils, for example, may already be comfortable with their written skills. It would therefore be more challenging to focus on speaking or social skills. This could involve encouraging debates, or presentations, rather than written work. This would work in reverse if pupils are comfortable with spoken debate, but not written work
- **Feeding lots of facts to pupils.** Research recommends against simply providing more able pupils with lots of facts, but no context. Instead, we introduce more nuanced ideas and concepts. We do this by debating divisive issues, or teaching pupils more about perspective, opinion and how facts can be manipulated
- **Only praising success.** Teachers allow more able pupils to take risks in their learning and occasionally fail. Allowing pupils to make mistakes challenges them and encourages them to learn from where they went wrong previously

Tracey Smith, Sarah Douglas and Rachel Vlachonikolis
June 2019