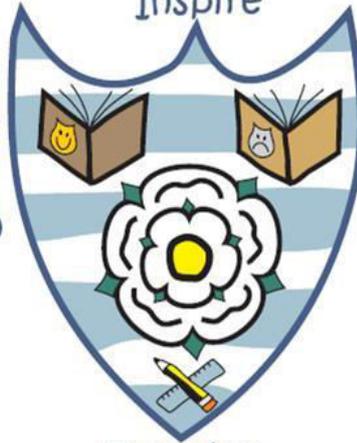


Birkwood Primary

Inspire

Cherish



Achieve

Together

School

# **MOST ABLE PUPILS POLICY**

**UPDATED MAY 2017**

## Rationale

**Ofsted:** *'It is crucial that our most able students fulfil their potential. We need to harness the talents of these students so that they can become the next generation...'*

(The most able pupils: an update on progress since June 2013. March 2015.)

**Birkwood Primary School:** 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. To achieve this we believe an holistic approach to mastery level learning is the most effective way to achieve a greater level of understanding for our children.

## Principles

- We aim to provide an inclusive education where all pupils, including Most Able children, are stretched and challenged in order to make progress in line or higher than that expected nationally
- We aim to provide an exciting and creative curriculum which meets the needs of all children, including our Most Able pupils
- We aim to involve and develop our Most Able children by sharing their expertise and skills and celebrating their successes and achievements

## Identification

The identification of pupils as More Able is a judgment which applies only to the current context and level of performance of the pupil. This means that a child may be showing ability in a particular area at a specific time. Whole school assessment systems clearly identify and monitor the progress of all pupils, including Most Able and children that may be talented or More Able in other areas of learning such as sports, arts, music etc. These are monitored through the relevant enrichment activities.

At Birkwood Primary School, we use the following methods of identification and assessments:

- observations of how children learn
- analysis of pupils' work
- teacher assessments
- statutory assessments, optional test results and other summative assessments
- pupils' rates of progress as indicated by pupil tracking information
- information from all relevant members of staff
- information from parents
- information from external agencies e.g. music service; sports providers
- discussions with the child
- teacher observation of social and leadership skills
- pupils' resilience to challenge and feedback (including emotional resilience)

## Characteristics to be aware of:

Most able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- Be able to use higher level thinking in order to work with the curriculum objectives taught
- think quickly and accurately or think differently
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns

- achieve, or show potential, in a wide range of contexts
- be particularly creative
- demonstrate particular physical dexterity or skill
- make sound judgements
- 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

It is important to recognise that not all more able pupils are obvious achievers. Many actually underachieve and their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations. To enable these pupils to fulfil their potential, it is vital to give everyone in the school the opportunity to excel. As a school, we recognise that we need to be alert to any groups of pupils who may be underachieving and to assess the potential ability of these pupils.

## Provision

Provision for the Most Able group of children is achieved in the following ways:

### 1) 'Quality First' teaching in each classroom including:

- Appropriate differentiation of activities to stretch all children through investigative, open-ended and non-ceiling expectations and activities that allows the opportunity for challenge at a greater depth
- Differentiated tasks to stretch and challenge the Most Able group by **broadening and deepening** the learning thus understanding through higher order thinking
- Higher order questioning used to stretch all children and challenge the Most Able group to be mastery learners

**2) Intervention work** whereby any child within the Most Able group that is not achieving in the academic subjects as expected, have access to additional learning opportunities and sessions to increase the rate of their progress.

**3) Enriching opportunities** whereby all children identified as Most Able have access to learning opportunities in-line with their ability as and when they arise throughout the school year. Such opportunities would usually take the form of extra curricular challenge groups, trips, visits and networking events.

## Responsibilities

There is a designated person (co-ordinator) to ensure appropriate information is tracked and communicated and to oversee the annual cycle for all pupils including Most Able children in the school, currently Ben Froggatt, Deputy Headteacher.

Curriculum co-ordinators have a responsibility to support and monitor provision for all pupils including Most Able children and ensure that there are opportunities to use and apply knowledge and understanding at greater depth.

The class teacher has a responsibility to challenge and differentiate planning and delivery of work to ensure all children and especially those who are in the Most Able group have their needs met and that at least good progress is made.

Interventions should include, where appropriate, plans and evaluation of work undertaken with Most Able children who are not making sufficient progress.

## **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 Co-ordinator or Head teacher through the school year to discuss any matter relating to their child's progress. This policy should be read in conjunction with the:

- Inclusion Policy
- Local offer
- SEND Information Report
- Accessibility Plan
- Curriculum subject policies
- Assessment policy

## **Monitoring and Review**

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy will be reviewed in May 2019.

Signed \_\_\_\_\_ Headteacher

Date \_\_\_\_\_

Signed \_\_\_\_\_ Chair of Governors

Date \_\_\_\_\_