



Stroud Green Primary School

Believe and achieve

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

Most Able Policy

Policy Originator	Jo Bartlett
Governor Responsible	Curriculum Committee
Status	Non-Statutory
Last reviewed	7 th November 2016
Review period	Biennial
Signed	

This policy should be read in conjunction with the school vision and the school's equalities policy with which it complies.

Aims

We believe at Stroud Green Primary School that we should provide an education that challenges and motivates children of all abilities to achieve their potential and become independent learners. We help children develop their skills and abilities intellectually, physically, artistically and creatively and encourage them to value their own and others achievements. We believe that the curriculum and school organisation must allow each child to learn at a pace that is appropriate for them and the most able children should be given the opportunity to study subjects to a greater breadth and depth using their curriculum knowledge to solve problems and investigate possibilities.

This document outlines our practice for working with the most able children and illustrates our commitment to them. Every teacher and subject leader has an equal responsibility for identifying and supporting these children.

Definitions

'Most Able' children are those who have exceptional leadership and social skills, and/or have exceptional abilities in one or more subject(s) in the statutory school curriculum.

Identification

At Stroud Green Primary we identify and monitor most able children with high learning potential. We aim to identify children in ways that are non-discriminatory. We also aim to identify children who are most able, but who are currently underachieving.

Children are identified using a range of techniques:

- Analysis of data by the class teachers, assessment leader and subject leaders
- Pupil Progress Meetings
- Analysis of formative and summative assessments by the class teachers, assessment leader and subject leaders.
- Standardised and scaled scored tests
- Ongoing tracking assessment (Target Tracker), book looks, tests.
- Teacher observation of social and leadership skills.
- Discussion and observations
- Consultation with parents
- Information received from previous schools.

Characteristics to look out for

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

- think quickly and accurately
- 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
- show great sensitivity or empathy

- 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
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all most able children are obvious achievers. Many actually under achieve – 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 children 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 children who may be underachieving and to assess the potential ability of these children. We are also aware of the need to ensure that particular groups are not under-represented.

Planning for Provision

We aim to:

- create an ethos where it is OK to be ‘bright’ and where children feel good about achieving excellence
- encourage all children to become independent learners
- provide a wide range of resources to accommodate the needs of able children
- offer opportunities for the able children to work independently or with older children of the same ability
- celebrate achievement
- involve pupils in decision-making, for example as members of the school council
- encourage children to carry out extra research work
- encourage children to participate in out of the classroom activities
- promote an atmosphere of inclusiveness where any negative stereotyped generalisations about most able and talented children are challenged
- ensure that provision of most able and talented children is embedded in school life
- support effective transitions of most able and talented children
- Encourage parents and carers to be aware of their role in supporting and encouraging their child’s learning by recognising their child’s interests and abilities, providing resources and opportunities at home and setting realistic targets.
- Promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.
- We use a mastery curriculum. Mastery is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods.
- Link with other partners to provide extension and stretch for our most able and talented children
- The school provides a whole range of extra curricular activities for all pupils and will endeavour to provide activities that enable gifted and talented pupils to extend and challenge their skills.

Whole-School Strategies

Whole school strategies that are currently available are:

- individual pupil target setting
- differentiation of the curriculum to meet learning needs of the individual

- enrichment and extension activities which add breadth and depth to the curriculum
- partial acceleration where appropriate (for example, a year 1 pupil working with a year 2 or year 3 group for writing, reading, or mathematical activities). In mixed-age classes, partial acceleration may happen as a natural part of classroom organisation.
- specific pupil groups where appropriate
- the encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates
- school productions to challenge and extend the more talented artists, singers, dancers and actors
- class assemblies
- enrichment weeks when the normal timetable is suspended and cross-curricular projects, which offer pupils more challenge and responsibility.
- after school clubs to extend the curriculum further
- private music lessons for the musically talented

We use detailed tracking records to assess children's ability to apply the objectives they have learned in new and complex ways. Children can be assessed as to their ability to master the objectives using a scale from 1 to 4.

Rating	#1 Low	#2 Expected	#3 Good	#4 Very Good
Standards	This is below the expected standard depth of application and understanding. Does not apply their learning.	This is the expected standard depth of application and understanding. Average application of learning.	This is above the expected standard depth of application and understanding. Good application of learning.	This is well above the expected standard depth of application and understanding. Very good application of learning.
Examples	Recalls facts, remembers learnt information. Constructs simple responses.	Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Applies own knowledge into alternative and unique contexts.

Parents, carers and schools working together can significantly enhance a child's experience of education and effective partnership and are based on the development of trust, and on each partner valuing the other.

Classroom Strategies

Teachers establishing the prior knowledge, understanding and skills pupils have to avoid unnecessary repetition of work, which can be demotivating. We are also alert to the children who are very able but who are underachieving. Through effective planning, assessment, record-keeping and liaison with children's previous teachers we aim to:

- provide problem solving and investigation activities to develop reasoning, questioning and thinking skills.
- Identify appropriate objectives for the most able and talented and have explicit activities identified in planning across the whole curriculum
- Encourage all children to become independent learners and discerning questioners by: - organising their own work - carrying out unaided tasks which stretch their capabilities - making choices about their work - developing the ability to evaluate their own work and so become self-critical
- analyse attainment data, including performance criteria in PE and the creative arts in order to identify those pupils who have the potential to reach high levels of performance
- establish what the children have done previously in order to prevent repetition
- provide challenges through high-quality tasks for enrichment and extension
- differentiate appropriately and plan work so that there is extension material for the able children
- set differentiated homework
- ensure pupils achievements match their potential ability, taking into account the schools' performance data as well as information from its own pupil tracking

Monitoring

Monitoring will take place by:

- all teachers are involved in identifying able children annually as a whole school process
- all teachers will assess the progress of pupils through normal classroom practice and whole school termly assessments
- additional monitoring is done by SLT, the assessment coordinator and individual subject leaders to ensure that the whole school curriculum meets the needs of the most able and talented
- the assessment coordinator also analyses and collates the results of national and school-based tests, which provide valuable information for future planning
- lesson observations across the curriculum will ensure the correct provision for the most able pupils in our school

The Headteacher is responsible for monitoring this policy, the provision throughout the school and the outcomes, and will liaise with governors via Curriculum committee.