

LETHBRIDGE PRIMARY SCHOOL

MOST ABLE PUPILS POLICY

This policy should be read in conjunction with the school vision

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

The register will be reviewed each January.

STATEMENT OF INTENTION

We believe at Lethbridge Primary School that we should provide for children of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We endeavour to help pupils develop their skills and abilities intellectually, physically, artistically and creatively.

All pupils should be given opportunities to achieve the outcomes that are key to well-being in childhood and later life. All pupils should be entitled to opportunities, which enable them to maximise their potential, achieve success in their work and relationships, and encourage them to value their own and others' achievements.

The curriculum and organisation of the school must allow each pupil to learn at a pace that is appropriate for them and more able pupils 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 pupils and illustrates our commitment to them. We believe that every teacher and co-ordinator has an equal responsibility for identifying and supporting these children.

DEFINITIONS

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

IDENTIFICATION

Schools are expected to identify 5-10% of pupils as most able.

We aim to establish procedures for identifying pupils that are non-discriminatory. We also aim to identify children who have the potential to be on the register, but who are currently underachieving.

Children will be identified using a range of techniques:

- Analysis of information from reception assessments by the class teachers, assessment co-ordinator and Inclusion Leader.
- Analysis of formative and summative assessments by the class teachers, assessment co-ordinator and Inclusion Leader.
- Standardised and scaled scored tests

- Ongoing tracking assessment – APP, tests, careful record-keeping, collation of evidence, e.g. samples of pupils’ work by class teachers.
- Teacher observation of social and leadership skills.
- Discussion with colleagues and subject coordinators during staff meeting time.
- Observations and advice from subject coordinators.
- Consultation with parents
- Information received from previous schools.

CHARACTERISTICS TO LOOK OUT FOR

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
- 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 highly able pupils 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 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. 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 pupils feel good about achieving excellence

- encourage all pupils to become independent learners
- provide a wide range of resources to accommodate the needs of able pupils
- offer opportunities for the able pupils to work independently or with older pupils of the same ability
- celebrate achievement
- involve pupils in decision-making, for example as members of the school council
- encourage pupils to carry out extra research work
- encourage pupils to participate in out of the classroom activities
- promote an atmosphere of inclusiveness where any negative stereotyped generalisations about gifted, more able and talented pupils are challenged
- ensure that provision of gifted, more able and talented pupils is embedded in all aspects of school life
- support the effective transition of gifted, more able and talented pupils to the next stage of education
- 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.

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 in numeracy, reading and writing
- differentiation by accessing the whole curriculum to the learning needs of the individual
- enrichment and extension activities which add breadth and depth to the curriculum
- accelerations where appropriate
- setting and separate 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 gifted 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 violin, woodwind and brass 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.	Applies understanding. 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 will be based on the development of trust, and on each partner valuing the other.

CLASSROOM STRATEGIES

We acknowledge the importance of 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 pupils 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 and have explicit gifted and talented 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 the Inclusion Leader, assessment coordinator and individual subject coordinators to ensure that the whole school curriculum meets the needs of the able, gifted 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 Inclusion Leader is responsible for monitoring this policy, the provision throughout the school and the outcomes, and will liaise with the appropriate appointed governor.

REVIEW

Reviewed September 2015

To be reviewed September 2017