

# **BEREWOOD PRIMARY SCHOOL**



## **Most Able Pupil Policy**

**January 2018**

|                              |                            |
|------------------------------|----------------------------|
| <b>Revised by School</b>     | January 2018               |
| <b>Responsible Person</b>    | Sue Patrick (head teacher) |
| <b>Responsible Committee</b> | Full Governing Body        |
| <b>Ratified by GB</b>        | 8 <sup>th</sup> March 2018 |
| <b>Next Review</b>           | Spring 2021                |



## **BEREWOOD PRIMARY SCHOOL**

### A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

### An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

## **MOST ABLE PUPILS POLICY**

### **Principles:**

- Berewood Primary School is committed to raising the achievement of all pupils
- We believe that raising achievement for the most able pupils is about providing equality of opportunities.
- We believe that raising the achievement of the most able will raise the achievement of all pupils
- Our school ethos values and celebrates all forms of achievement
- Providing for and raising the attainment of the most able pupils is the responsibility of ALL staff

### Who are the most and more able pupils?

Most able' pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Within this will be a smaller number of children who show exceptional abilities in one or more subjects in the statutory school curriculum. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership.

In addition, as we try to have the widest possible view of ability, we also encourage and celebrate children who, for example, are particularly good at helping others, or noticing when children are upset and helping them.

Furthermore, we recognise that there might also be a group of underachieving pupils, with the potential to achieve in these areas, who could be included within this group. Our aim is to develop and provide appropriate levels of challenge for all pupils.

### More Able Pupil Register

A register of more able and most able pupils will be kept by the coordinator responsible and reviewed/updated on a termly basis, to acknowledge emerging ability and talent, in consultation with class teachers and phase leaders.

### Identification

Pupils are identified through:

- Analysis of information gathered during the home visits in preparation for entering the school.
- Observations of children, their interests and their passions
- Outcomes of parent/guardian interview process
- Analysis of ongoing work, formal and informal assessments
- Teacher/phase leader identification through ongoing observations/progress meetings
- Peer or self nomination
- Identification by outside agencies (e.g. after school dance, football clubs, etc)

### Monitoring Progress

- All class teachers are expected to monitor the progress of all pupils they teach including the most able pupils.
- Whole school progress checks for all students are carried out throughout the year monitoring progress and attainment across the core curriculum areas.
- Using prior attainment data (KS1 SATS) to predict potential attainment at KS2 and monitoring pupil progress against this
- Outcomes of Pupil Work
- Regular review of the More Able Pupil Register
- Pupil perceptions and responses in the form of questionnaires and discussions.
- Monitoring of pupil achievement will be overseen by the More Able Pupil co-ordinator in conjunction with senior leaders and class teachers

## Effective Practice and Strategies for Raising the Achievement of more able pupils

### Whole School Organisation

Ensuring more able pupils are identified and monitored individually and as a group is the responsibility of the “more able pupils” co-ordinator.

### Teacher and Pupil expectations are raised through:

- Maintaining a culture where achievement is recognised and valued
- Raising pupil expectations and ensuring that a culture of high achievement is celebrated
- Appropriate INSET
- Sharing best practice
- Annotated exemplar work,
- Work reviews which focus on the more able
- Discussions with able pupils about how they best learn
- Setting appropriate targets

### Curriculum Planning and Delivery

#### *In the classroom*

At Berewood Primary School, every child has access to Quality First Teaching through which **differentiation** (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of **extension** (providing challenges which go more **deeply** into a topic) or **enrichment** (providing other activities which run alongside the normal curriculum and go more **broadly** into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep the most able children interested and provide them with **challenge**, such as higher order thinking skills, questioning, problem solving and independent learning. This is supported by individual **target setting** appropriate grouping arrangements.

We aim to create an ethos where pupils feel good about achieving excellence and both achievement and effort are celebrated. Pupils are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods.

We aim to provide activities that will enrich and extend the experiences of our most able pupils. We take part in Enrichment Programmes organised by our local secondary schools and the University of Chichester Academy Trust, who host a range of exciting and challenging activities to inspire and develop the skills of our most able pupils. We also provide a varied programme of specialist teachers, after school clubs, visiting experts and curriculum days/weeks.

We provide a broad, balanced and ‘fun’ curriculum with many opportunities for our ‘most able’ children to excel academically, artistically and in sporting activities. Teachers’ skills and high degree of subject knowledge enables work to be planned in breadth, depth and pace. Any theme days, house days, our clubs programmes in and out of school time, visits made, visitors to school, such as Theatre Companies, Artists, Musicians, parents, all contribute to an enriched curriculum.

Children are provided with ‘in depth’ learning which includes high order questioning, differentiated activities, which challenge children’s thinking and develop independent working, both individually and in groups. There is an emphasis in providing opportunities for the ‘most able’ children to be challenged in their thinking through:

- discussion and debate
- prediction
- deduction and inference
- justification
- reflection
- processing and analysis
- reasoning and arguing
- language richness and economy

Reading beyond the text is developed during guided reading sessions through higher order questioning. Children are also encouraged to raise questions and to 'find out'.

Through the range of grouping strategies (see Teaching and Learning Policy), the 'most able' children not only benefit from working in same ability groups but are able to recognise the benefit this has for them by working with children of mixed ability. Working as part of a team and acting as role models enable the 'most able' to articulate and refine their thinking and understanding.

In Sports the most talented children are able to demonstrate and coach their peers, as well as rehearse and develop their own strengths.

Independent activities also include the use of IT and computer programs, as well as the use of the Internet with websites such as NRICH for maths and problem solving activities. Further independence and responsibility are encouraged through a variety of opportunities, such as having responsibility in class, stepping forward as School Councillors, or taking part in Playground Pal activities.

Homework is another way in which our 'most able' children are challenged and extended with opportunities to do some research and consider ways of presenting their work.

Children work in range of groupings, including small ability groups (typically for Phonics, Literacy, and Maths) as well as in mixed ability larger groups and in pairs. Planning is differentiated and there is progression and continuity in lessons planned and knowledge and skills to be taught. Learning objectives are shared both in the short term and in the long term allowing children to see the 'Bigger Picture' emerge. They are challenged further, particularly in English and mathematics by looking beyond the age expectations for their own year group.

Furthermore, at Berewood Primary School we:

- Ensure schemes of work and lesson plans include effective and explicit strategies for differentiation which provides appropriate challenge for the most able. Learning objectives and learning outcomes should also be differentiated to meet the needs of the most able students
- Ensure planning recognises that more able pupils need qualitatively different learning experiences, and not just more of the same.
- Utilise a variety of learning strategies and approaches which acknowledge that individuals learn in different ways.
- Provide opportunities for pupils to use and develop higher level thinking skills through extended writing in all curriculum areas, problem solving and extended research,

Teachers use a wide variety of teaching strategies to facilitate challenge, including:

- Assessment for Learning to aid individual planning and target setting
- Provision for extending the breadth and depth of understanding

- The use of open-ended tasks, where original responses are valued
- Differentiated resources and tasks
- Higher order questioning techniques for example using Blooms taxonomy
- Grouping by ability within the mixed ability classroom for specific tasks
- Planning which addresses the 'must, should, could' approach to knowledge acquisition and skills development
- Opportunities for reflective analysis through self and peer assessment
- Differentiated homework tasks and opportunities
- recording strategies used in Pupil Progress Meetings documentation, medium and short term planning
- deploying TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the Most Able
- reviewing provision regularly

#### Checklist to support the identification of possible children with high potential

- Ask lots of questions. Want to know why something is so. Not satisfied with simple answers to questions.
- Has lots of information on many things. May show more interest in 'big ideas' than in basic skills knowledge.
- Remember things that have only been heard or seen once. Seems to understand easily.
- Become easily upset at injustices. Interested in adult concerns.
- Often has a better reason than you do for not doing what you want done.
- Has high expectations of self and others
- Seems restless, if given unchallenging tasks
- Likes solving puzzles and problems
- Reads books that are normally read by older children
- Enjoys meeting or talking with older children or adults

#### Creative Ability may be displayed many of the following characteristics:

- Tries to do things in different, unusual, imaginative ways
- Has an unusual or quirky sense of humour (e.g using puns, making unusual connexions)
- Likes variety and novelty.
- Has a vivid imagination
- Responds emotionally to stories and events
- Enjoys personal risk taking. Seems adventurous.
- Invents new ways of doing things e.g. new rules for games

#### **Monitoring and Evaluation**

This policy will be revisited by all staff and Governors in September 2014 and thereafter reviewed as part of the 3 year review cycle.