

Orleans Primary School



Most Able Policy

This policy was reviewed: January 2021
This Policy will be reviewed: January 2024

Orleans Primary School

POLICY FOR MOST ABLE PUPILS

At Orleans Primary School we see teaching and learning as being founded on the principle of opportunity for achievement and excellence for all. In accordance with our school ethos, we support the development of the whole child whilst valuing and celebrating all the special abilities displayed by all children. We believe that some of our pupils have special abilities and talents, and that monitoring these is our responsibility. As a staff, we have adopted the NACE (The National Association for Able Children in Education) statement as our guide for this. We are aware that some of our pupils exceed national expectations and that nurturing and monitoring their abilities is our responsibility.

Definition of a 'Most Able' Pupil

As a school we recognise that there is no such thing as a typical Most Able pupil and that this title covers a diverse group of students. We work on the principle that our Most Able pupils will demonstrate a higher level of ability in comparison to pupils of the same age in one or more curriculum areas, or evidence of talent in, for example: physical, artistic, technological or linguistic ability; leadership qualities; interpersonal and intra personal skills; or creative thinking. Such pupils have the potential to demonstrate talents and abilities in a range of areas. We need to ask '*How is the pupil intelligent?*' rather than '*How intelligent is the pupil?*'

In order to implement the above, our aims and objectives are as follows:

Our Aims

- To provide all children with a broad and balanced curriculum which is challenging and provides opportunities for enrichment, allowing them to develop higher order thinking skills.
- As a staff we will identify and meet the needs of our Most Able pupils.
- Provide opportunities for pupils to display/apply/extend their abilities in a stimulating environment.
- To foster the growth mindset approach to all areas of learning.

Our Objectives

- To differentiate the curriculum in order to meet the needs of our Most Able pupils.
- To plan for challenging and open-ended learning tasks which enable pupils to demonstrate ability in specified areas and develop specific skills or talents.
- To consult with parents to gain relevant information about the child if required.
- To analyse effectively formative and summative testing, as a means of setting future targets and experiences in order to enhance progress.
- To heighten pupils' awareness of their own strengths and goals, providing opportunities for pupils to work at their own level and pace.

Identification of our Most Able Pupils

The purpose of identification is to improve provision by creating a more informed picture of pupils' abilities.

Checklist for Identification

- Reviewed each term
- Discussion between colleagues and Subject Leaders
- Teacher observation
- Information received from previous class/school
- Discussion with parents
- Child conferences
- Informal, ongoing teacher assessment
- SATs results and other summative testing
- Involvement from outside providers where appropriate

Provision for our Most Able pupils

At Orleans Primary School we believe that provision and identification are interlinked. We provide opportunities which enable children to reveal a range of abilities. In classes we ensure that:

- The quality of teaching is one of the most important factors which determines the realisation of potential of all pupils. Teachers should therefore create a classroom climate in which excellence from all pupils is expected and where the achievements of all are valued and rewarded.
- Differentiation is the **key** for providing opportunities for very able and talented pupils to showcase their skills.
- Activities have open-ended outcomes so that children can develop higher levels of thinking.
- The systematic teaching of higher order thinking skills in all subject areas.
- Experience challenge, sometimes to the point of finding work difficult, in order to develop resilience for when they are not successful.
- Know that they can ask searching questions and receive a considered response. Be recognised as an individual with strengths and weaknesses.
- The understanding that pupils learn in a variety of ways and that no single style is appropriate for all occasions.
- The understanding that pupils have a preferred mode of learning (visual, auditory, kinaesthetic) and that individual pupil preference should be catered for.
- The provision of enrichment and extension materials ensuring that the Most Able pupils can move on to more creative enquiries and pursue independent study.
- Pupils are given individual targets in line with their learning needs, where differentiated targets are discussed with Orleans parents at parent consultations.

Resourcing

As far as possible our school is committed to the following resources:

- Linking with local primary and secondary schools to share resources, knowledge and skills.
- Participation in events organised for very able pupils such as Battle of the Books in Year Two and Year Four, one off events organised through the Borough as well as activities organised by local secondary schools when available.
- Pupils should have ready access to a wide range of learning resources and materials – books, online resources, which are specially designed or recommended for developing higher order thinking skills in children.
- Contact with relevant outside agencies.
- Provision to take part in or signposting to relevant extracurricular activities.

Monitoring and Assessment re: The Provision and Progress of Most Able Pupils

Individual class teachers monitor the provision and progress of Most Able children within their classes, liaising with and utilising support and advice from Subject Curriculum Leaders as required. Ongoing teacher assessment allows us to assess children's ability. In the case of the very able children, if it is felt necessary, special assessment procedures may be sought. Psychologists and other experts may be asked for advice.

The Inclusion Manager is responsible for overseeing the progress of our Most Able pupils.

Parental Involvement

We involve parents of our Most Able pupils in the following ways:

- Through discussions with parents/guardians we identify children's special abilities, aptitudes and talents.
- Keeping parents informed of strategies used in school to extend their child's learning and to ensure their emotional and social development.
- Informing parents/guardians about clubs and resources available outside school and suggesting other ways in which they can be of help.
- Involving parents in meetings with outside agencies where appropriate.

Policy reviewed February 2021

Date for review February 2024

Signed _____ Quality and standards

Signed _____ Headteacher

Appendix One - Resources for Most Able Pupils - Guidance for parents

A maths resource to enrich learning Lots of activities to support mathematical problem solving	http://nrich.maths.org/public/index.php
London Gifted and Talented LG&T offers an exclusive learning programme (450 hours of content) for learners aged 5-17 to immerse themselves in the art and craft of writing through Fiction texts, Non-Fiction texts and Films.	https://londongt.org/
NACE There are an assortment of challenge ideas spanning a variety of subject areas and skill sets: some are quite straightforward and have one answer, some have several answers, and others are open to interpretation. The slides are accompanied by teacher notes, which provide guidance and solutions where applicable; however, please note that these are not exhaustive.	https://www.nace.co.uk/page/challenge-cards
National Association for Gifted Children)	https://www.nagc.org/resources-publications/resources-parents
BEAM (Be a Mathematician) is a specialist mathematics education publisher, dedicated to promoting the teaching and learning of mathematics as interesting, challenging and enjoyable	https://www.stem.org.uk/elibrary/collection/3310
<u>SENG is a nonprofit network of people who guide gifted, talented, and twice-exceptional individuals to reach their goals intellectually, physically, emotionally, socially, and spiritually.</u>	https://www.sengifted.org/

APPENDIX ONE

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