



# **CRAMLINGTON VILLAGE PRIMARY SCHOOL**

## **Most Able Policy**

**2020**

## “Empowering everyone to achieve”

<b>Policy Title</b>	Most Able
<b>Policies that interrelate</b>	
<b>Legal and Statutory documents linked</b>	
<b>Governor Committee responsibility</b>	Education Committee
<b>Date of last review</b>	October 2013, July 2020
<b>Reviewer name and position</b>	Education Committee
<b>Date of next review</b>	
<b>Date approved by Governors</b>	
<b>Audit file updated (date and name)</b>	

## Rationale

This policy compliments our whole school aims.

At Cramlington Village Primary School we recognise the diversity of the needs of the individual and the importance of providing a personalised curriculum. As teachers, we recognise that many of our students are “more able”, “gifted” and or “talented” learners, and we endeavour to foster and extend their abilities to the maximum potential. We are dedicated to providing an environment which encourages all students to maximise their potential and this includes more able, gifted and talented children, regardless of their background, race, religion, gender or ethnicity. We understand and acknowledge that some students will be working at a higher cognitive level than others and therefore recognise that provisions need to be in place to match the student needs.

Some students will have specific skills and talents and we recognise the need to provide opportunities for these to develop.

## Aims

We aim to provide a secure environment where staff, pupils, parents and governors have high expectations and in which all pupils will achieve as well as they can, both intellectually and socially.

In particular we aim:

- To identify the Most Able pupils in our school.
- To increase awareness of staff and parents, to the needs of and entitlement of Most Able pupils.
- To ensure that Most Able pupils have access to an appropriate curriculum, including creative, higher order thinking and extension of subject vocabulary.
- To provide opportunities to extend and challenge all pupils through mastery tasks.
- To create Individual Learning Programmes to further support and challenge Most Able children.
- To support staff training and curriculum development, in this area.
- To promote a culture where achievement is recognised and respected by all.
- To ensure Most Able children to make *their* expected progress and full potential in those areas of the curriculum which they are identified as being exceptional.
- To include parental and pupil views when identifying Most Able children.

## Definition

The Department of Education no longer uses the term Gifted and Talented, and now only refers to “more or most able policies”. However, for identification purposes schools can still use the term gifted and talented.

The DfE defined **‘gifted pupils’** as having ability that is well above average for their peers in one or more subjects in the National Curriculum, other than art, music,

physical education or sport.

The DfE defined ‘**talented pupils**’ as having high ability in a creative art, music, physical education or sport.

The DfE defined “**able**” pupils as having ability above average in one subject in the National Curriculum.

The new framework states that there are no guidelines for the percentage of pupil’s who can be on the register.

### **Approach to provision for Most Able pupils.**

We aim to cater for **Most Able** pupils in a variety of ways at Cramlington Village Primary School. We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For the majority of pupils identified as more able, gifted and talented, provision will be made within normal curriculum planning and differentiation. All classrooms provide an effective learning environment

We set for Literacy and Numeracy from Year 1 to Year 6. Within the classroom children can be identified in more-able groups and given more challenging tasks, **including mastery**.

We recognise that pupils have a variety of learning styles (VAK) and aim to cater for all pupils in the delivery of our lessons.

Work is differentiated to cater for the needs of more able and **Most Able** pupils. Where necessary, pupils may access work from the NC level or Year group above, to challenge and stimulate **Most Able** pupils .

We include high order thinking and questioning in activities to extend and engage all pupils. Work is question based and challenging in all curriculum areas. Homework tasks are open ended and activities suggested are differentiated to inspire more able and creative children.

Every attempt will be made to ensure that no pupil is denied relevant opportunities to learn.

We create links with clubs both inside and out of school to further children’s learning.

More able children are encouraged to run clubs and create learning opportunities for younger, less able children, enrichment days and whole School Theme days (e.g. Science / Maths days)

## **Most Able Identification**

Within the school we recognise that able, gifted and talented pupils can be:

- good all rounders.
- high achievers in one area.
- achieving high levels of mastery in a given subject
- of high ability but have poor writing skills.

There are four important elements to the identification process:

1. Teacher assessment
2. Parent feedback
3. Pupil feedback
4. The use of tests

### **1 Teacher assessment/identification**

Teachers have an important part to play in the identification of able, gifted and talented pupils, because a class teacher or subject teacher is usually particularly well placed to identify those pupils who are able, gifted and talented in relation to their peer group.

### **2 Parent Feedback**

Pupils sometimes develop interests and hobbies outside of school which teachers are not aware of. In some cases the development of such hobbies and interests can be an indicator that a particular pupil may be gifted or talented. Communicating with parents to find out about pupils' interests and experiences outside of school can provide important information to help identify gifted or talented pupils.

### **3 Pupil Feedback**

Allowing pupils the opportunity to contribute observations about their own strengths and weaknesses, and also those of their peer group, can be an effective way of involving them in the identification process. It can also provide useful insights which can help in the identification of underachieving gifted or talented pupils.

### **4 The Use of Tests**

Results of tests NFERs, SAT's, Teacher Assessments, AR reading tests; objective test results can be useful in identifying most able and gifted pupils, although the results need to be used carefully. Whilst testing does have a role to play in the identification of pupils it is used as one element of a wider identification process.

## **The Most Able register**

Following identification, able, gifted and talented pupils will be kept on a register and a shadow register of very able pupils may also be held. The register will be updated once a year. The parents of pupils who have been identified as **Most Able** may be informed and the teacher will explain the provision made for the pupil. The parent may be directed to the **Most Able** coordinator for further guidance. The register is monitored by the **Most Able** coordinator.

## Strategies for Provision

Organisational responses:

All arrangements about groupings of children are considered carefully and are reviewed regularly.

Children are usually grouped on ability tables for literacy and numeracy from Year 1. For some aspects of their work children in Reception and Nursery are taught in ability groups and work is differentiated to cater for individual needs. For phonics and Guided Reading children are placed into sets based on their ability.

Teachers may group in mixed ability for other subjects according to the purpose and nature of the activity, and for more able pupils to take a key role in these groups.

In considering the possible employment of acceleration and fast tracking, the needs of and the effect upon the individual pupil will be paramount.

In class approach:

Throughout the school a wide range of teaching methods and strategies are used to ensure that all pupils achieve well in relation to their capability.

More able pupils within the classroom will be provided with appropriate challenges.

Gifted and talented pupils have a range of needs, some of which are curriculum orientated and some of which are 'personal and social'.

There are three main types of curriculum provision for able, gifted and talented pupils.

1. Enrichment
2. Extension
3. Acceleration

### Enrichment

Enrichment is used as a distinct teaching and learning strategy when there is planned intervention on behalf of a pupil or pupils, in order to broaden their knowledge and understanding beyond the usual parameters of a subject or topic. Enrichment will usually occur through the use of additional resources and learning opportunities, it may consist of classroom exercises or be a more open ended project type piece of work.

### Extension

Extension is used for able, gifted and talented pupils when they are encouraged to work at greater depth, use higher order thinking skills, mastery skills, work practices and response skills than might normally be expected from pupils of their age. Thinking skills strategies are used alongside elements of Bloom's taxonomy. Able, gifted and talented pupils can be encouraged to access materials and focus on teaching and learning tasks which require higher order skills. Alternative approaches will see able, gifted and talented pupils challenged through the use of greater degrees of independent and self-directed learning.

## Acceleration

Acceleration is used as a distinct teaching and learning strategy when a pupil is moved to work with older pupils, or when the work of older pupils is taken and used in a class of younger pupils.

- The opportunity to work at an increased pace
- More independence
- Less practice at tasks and encouragement to move on
- Open ended tasks
- Abstract tasks
  
- High level challenge and the opportunity to experience failure
- Creative opportunities
- Appropriate question and answer sessions which extend their thinking
- Opportunities to experiment and take chances

## Out of Class Provision:

Within the school a wide range of after school clubs are provided. We encourage our more able children to become as involved in these activities as possible.

The school regularly organises activities, events, visits and visitors to enrich the curriculum.

Pupils are encouraged to develop skills through participation in activities in the community.

Opportunities to develop independence out of the school environment are provided by participation in residential visits.

The school participates in activities provided by the LEA and feeder secondary school for more able pupils.

## Personal development and Pastoral Care

Class teachers have responsibility for the pastoral care of pupils in their class, as such they provide guidance and support and a learning environment where pupils feel secure enough to demonstrate their abilities. Rewards are given for achievement in class and assemblies.

Parents are a key partner in the development of the child and will be kept informed of the provision made, both academically and socially. Parents play an essential role in the development of their able, gifted and talented children, a role which the school supports but cannot displace. There are a variety of ways in which parents can facilitate the development of their children but as each child is unique then factors which help one child to develop will not always be appropriate for facilitating the development of other able, gifted and talented children.

## **Roles and Responsibilities**

Class Teachers will:

- Use baseline data and informative assessment to identify those students who are able, gifted or talented within their classes.
- Consider the needs of the more able, gifted and talented child in lesson planning and provide challenge within their lessons.
- Follow the guidance in the whole school more able, gifted and talented policy.
- Be responsible for encouraging students to work independently using their initiative.
- Value students' interests and preferred learning styles.
- Support students in setting targets and encourage them to reflect on the process of their own learning and consider the factors which help them progress.

The subject coordinator

In liaison with the **Most Able** coordinator, they will ensure that appropriate systems are in place to identify gifted and talented pupils, track their progress and set appropriate targets. They will help the coordinator to ensure these children make expected progress, or more than expected progress.

The subject coordinator is responsible for:

- Ensuring that all teachers are aware of the ways in which the medium term plans for the subject area can be used to set appropriate challenges.
- Providing appropriate resources for **Most Able** children.
- Enhancing subject provision by contacting outside agencies.
- The Headteacher and **Most Able** Coordinator will monitor the overall provision made for able, gifted and talented children, and will report to the governing body on the issues raised.
- The **Most Able** coordinator will keep an updated register of gifted and talented pupils.
- The governing body will be responsible for the maintenance and review of the policy.

## **Professional Development**

The **Most Able** coordinator will work with the Headteacher to identify and provide suitable training for staff.

## **Monitoring and Evaluating**

The provision for the most able pupils and their progress will be monitored by the

leadership team and coordinators.

Classroom practice is monitored by lesson observation, schemes of work, and lesson planning. The co-ordinator will scrutinise Individual Education Plans and develop a whole school approach to writing and following these.

Progress is monitored through tracking attainment data with phase leaders to check able, gifted and talented children are making appropriate progress.

Children will be involved in setting their own targets. They will be involved in evaluating current most able provision in school and suggesting improvements for future provision.