

More Able and Most Able Policy

The school aims to:

1. Identify more able and most able children in all curriculum areas as early as possible.
2. Provide access to an inspirational and challenging curriculum for all children.
3. Enable more able and most able children to work at high cognitive levels.
4. Demonstrate a concern for the whole child: social, physical and intellectual.
5. Enable staff to feel confident in providing for more and most able children through access to appropriate professional development opportunities.
6. Closely monitor and review pupil progress throughout the Foundation Stage, KS1 and KS2.

Definitions of More Able and Most Able

More Able

More able children are those who have one or more abilities developed to a level that **exceeds** their age related expectations (or with the potential to develop these abilities). They have a secure knowledge and understanding of the curriculum and are able to use and apply their knowledge and skills to an increasingly wide range of contexts.

More Able children may **exceed** age related expectations academically in one or more subjects such as English, Maths and Science and/or also in more practical skills such as Art, Music, PE, Leadership or Drama.

Most Able

Most able children are those who have one or more abilities developed to a level **significantly ahead** of their peers (or with the potential to develop these abilities). They work with confidence and independence and are able to consistently use and apply their skills in a wide range of contexts to achieve standards **way beyond** the national age-related expectations for their year group.

Most Able children have exceptional ability and may **excel** academically in one or more subjects such as English, Maths and Science and/or also in more practical skills such as Art, Music, PE, Leadership or Drama.

(*Some more and most able children may be intellectually able but also appear on the SEND register for behavioural, English, Maths or physical difficulties).

How are More Able and Most Able Children Identified?

More and most able children are a diverse group and their range of attainment will be varied. Some children perform well in statutory national curriculum tests. However, being more or most able covers much more than the ability to succeed in tests and examinations. For example, they may demonstrate leadership qualities, high-level practical skills or a capacity for creative thought.

It is important to recognise that not all more able or most able learners are obvious achievers. Many actually underachieve -- their potential is masked by factors such as frustration, low self-esteem, lack of challenge, or low teacher/parent expectations. Others underachieve because they have learning disabilities that obscure or eclipse their gifts or talents. To enable these children and young people to fulfill their potential, it is vital to give **everyone** in the class opportunity to excel.

Identification of more able and most able children is critical to personalising their learning experience. To identify them various selection criteria is involved.

Children may be added to the register by:

1. Teacher nomination – regular teacher observation, questioning and informal assessment can show a child to excel in a particular area or areas both inside and outside the classroom.
2. Assessment of children's work – a child demonstrates an ability beyond the national age related expectations and will be recorded against a particular objective on FLIC as 'exceeding' or 'excelling'. Work may be moderated and cross-moderated between staff to ensure accurate assessment.
3. Testing – a child demonstrates ability in a particular subject test or assessment task.
4. Checklists – if a child demonstrates characteristics that have previously been evident in other able children.
5. Peer nomination – a child has sufficiently impressed other children with their problem solving or teamwork skills.
6. Parental information – a parent provides information / evidence concerning a particular area of gift or talent, which is often evident outside of school.
7. Discussion with the child – their responses to their work and talking with them about what they like, dislike, and what enables them to learn best. Also by inviting them to reflect on and talk about their own strengths, interests and aspirations, perhaps in the context of personal target-setting;

This information will be used to compile a register of more able and most able children each year and will be contributed to and updated regularly by all teaching staff.

Provision

Every child has the right to a challenging and inspirational curriculum with personalised support to reach their full potential. It is the responsibility of **every** classroom teacher to provide opportunities for more and most able children to succeed and achieve.

The school aims to provide for children through:

1. Developing an effective learning environment

Classrooms will have stimulating, interactive displays with which children can engage and develop their learning.

2. In class activities –

Classroom provision is expected to provide for more able and most able children through:

- Differentiation; by task, by pace, by resource, by means of working (e.g. independent working or mentoring/leading a group), by support, by questioning, by complexity of thinking required.
- Questioning – regular use of open ended questions (using Bloom's Taxonomy to develop questions that require higher order thinking skills) and encouraged use of self questioning.
- Assessment; formative, to develop learners' understanding of the nature of a subject; self and peer assessment, differentiated success criteria.
- Individual target setting.
- Opportunities to use and apply knowledge and skills in a wide range of contexts, which deepen and broaden children's understanding.

3. Appropriateness of the curriculum –

Class teachers ensure that more able and most able children have access to the appropriate resources and materials to provide challenge and stimulation.

4. Teaching Groups -

Where possible, teaching groups are arranged so that children are given the opportunity to work with others with similar levels of ability. Appropriate guided groups or interventions ensure that children are constantly challenged and supported to achieve their full potential and to access work at an appropriate level.

5. Activities to broaden and deepen –

Extension tasks are those where individuals might be given additional challenges which are related to the national curriculum age related expectations but which provide opportunities for children to broaden and deepen their knowledge, understanding and skills. Such work provides a challenge and is not 'more of the same'. This includes challenge cards in continuous provision areas of classrooms and specific homework tasks or classroom extensions set for children.

6. Activities beyond the classroom –

Enrichment is work that broadens the curriculum with extra activities to enhance children's overall learning experience. This includes activities such as English Challenge Club, Intra and Inter-School sports tournaments, attendance at Drax Art Enrichment days, participation on the Joint Generation Council.

Roles and responsibilities

It is the responsibility of the Governor identified for more able and most able education to:

- Monitor and evaluate the implementation of the policy
- Ensure that all pupil needs are met

It is the responsibility of the More Able Leader to:

- Audit current provision and plan to develop provision accordingly
- Collate and distribute the more able register
- Manage initiatives being delivered both within the classroom and out of it
- Enhance own knowledge, skills and understanding to provide specialist support to staff
- Raise awareness of more able pupils and their needs
- Liaise with other members of the SLT and wider staff throughout school
- Share good practice with colleagues

It is the responsibility of the class teacher to:

- Review lesson planning to ensure that the needs of more able learners are met through:
 - Identifying all more able and most able children on planning
 - classroom management (including a variety of groupings and differentiation strategies)
 - use of guided groups at appropriate levels
 - appropriately challenging materials and other resources
 - planned higher level questioning
 - appropriately challenging activities to develop higher level thinking
 - ongoing assessment
 - appropriate homework activities to challenge and develop learning
- Help support staff to meet the needs of more able learners through:
 - collaborative team preparation and discussion
 - team teaching
 - the appropriate use of ICT and other resources
 - discussion regarding key strategies for providing for more able learners
 - involvement in professional development sessions on working with more able learners;
- Identify, plan and deliver appropriate strategies for more able learners and evaluate its impact on learning and teaching;
- Establish procedures for monitoring and evaluating the identification of, and provision for more able learners, including feedback from the children themselves;
- Liaise with the More Able Leader to ensure all children's needs are met.

Monitoring More Able and Most Able Children

Once identified, children will appear on a register of more able and most able pupils which will be communicated to all staff and updated regularly.

The More Able Leader, Assessment Leader, the Senior Leadership Team and class teachers will all monitor progress via normal school strategies and in accordance with the Assessment Policy, eg, use of formative and summative data, FLIC and/or O Track, pupil progress meetings, book audits, lesson observations etc.

Any further information gathered on more able and most able children (such as information on areas of talent outside of school) should be communicated to the More Able Leader so that additional information can be added to the register.