

Sir E. Scott School Policy for the Most able Children:

Rationale:

Sir E. Scott is committed to providing an environment which encourages all pupils to maximise their potential. All children have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. In school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. The most able policy, although specifically aimed at the more able is intended to be inclusive in its nature, and is therefore aimed at raising achievement throughout the school, as well as meeting the needs of the most able.

Provision for the most able is the responsibility of all members of staff at Sir E. Scott. By raising the achievement of the more able, we aim to raise the achievement of all children within the school.

What do we mean by Most able?

Most able pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average of their year group. The following areas have been identified as being the main areas of ability:

Intellectual (aspects of Language, Mathematics or Environmental Studies).

Artistic and Creative (Art, Design, Music or Drama)

Practical (Design Technology)

Physical (PE, Sports, Dance)

Social (Personal and Interpersonal, leadership qualities, working with adults)

Note:

A pupil who is presently not reaching his or her full potential can be recognised as very able

Very able children in Language may be identified when they :

- demonstrate high levels of fluency and originality in their conversation.
- Use research skills effectively to synthesise information.
- Enjoy reading and respond to a range of texts at an advanced level.
- Use a wide vocabulary and enjoy working with words.
- See issues from a range of perspectives.
- Possess a creative and productive mind and use advanced skills when engaged in discussion.
- Work confidently on objectives for year groups higher than their own.

Very able children in mathematics may be identified when they

- Explore a range of strategies to solve a problem
- Are naturally curious when working with numbers and investigating problems
- See solutions quickly without needing to try a range of options.
- Look beyond the question in order to hypothesise and explain
- Enjoy manipulating numbers in a variety of ways.
- Work confidently on objectives for year groups higher than their own.
- Achieve levels in national assessments above those expected for their year group.

It is worth remembering that most able pupils can be

- Good all rounders.
- High achievers in one or more areas.
- Of high ability but with low motivation.
- Of good verbal ability but with poor writing skills.
- Very able with short attention span
- Very able with poor social skills
- Keen to disguise their abilities.

Identification Strategies:

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils, parents and carers. Data taken into account will include:

- Information from parents and carers.
- Information from previous teachers, pre-school records, external organisation or agency.
- Discussion with pupils
- Ongoing assessment using open/ differentiated tasks.
- Careful record keeping
- Collation of evidence (ie individual pupil's work)
- Identification using tests and assessments. (National assessments and CAT Scores)

Provision:

We strive to ensure that opportunities for extension and enrichment and encouragement are built into our school environment. In addition to the opportunities provided by the Education Authority, we aim to:

- Create an ethos where brightness is valued and where gender stereotypes are dismantled e.g. boys are valued for being good at

- singing and art and girls are accepted for being good at sports and football.
- Encourage pupils to become independent learners (Our use of WALT and WILF and setting targets with children help to encourage this).
 - Be aware of effects of ethnicity, bilingualism, gender and social circumstance on learning and high achievement.

Within the curriculum we use a variety of strategies including:

- Using enjoyable methods and tasks to deliver the curriculum (e.g. innovative ways to deliver speaking and listening)
- Make every effort to regard curriculum guidelines as building blocks rather than a straightjacket.
- Use enrichment days (e.g. art days)
- Recognition of achievement (Stars of the week)
- In addition to adequate differentiation, build in extra extension activities, where appropriate across the curriculum.
- Set open tasks to give pupils ownership in a task or activity.
- Varied and flexible pupil groupings sometimes allowing more able pupils to work together, sometimes allowing them to take particular roles in mixed ability groups.
- Encourage children to evaluate their own work and so become self critical.
- Encourage children to explain things to each other.

Recording and monitoring:

We observe the authority guidelines for recording and monitoring the progress of our most able pupils. The area of ability is recorded showing which aspects they have a gift or a talent. The parent or carer is consulted before the child's name is put on the register. The IEP is reviewed biannually at a meeting of staff concerned and the progress of each pupil towards their individual targets is evaluated. If a pupil is not reaching their full potential, or has achieved the set targets, new arrangements, and where necessary, new targets are established.

Continuity and Progression:

We aim to make sure that the most able pupils make maximum progress through careful differentiated planning and record keeping. Records and lesson planning are shared between teachers and follow the pupil to the next class.

Inclusion:

Following authority guidelines, and with ASN support as available, the most able pupils are normally taught in groups commensurate with their age and ability. In some instances they will be involved in learning activities alongside older pupils.

The school recognises that some able pupils may be keen to specialise early in some activities, such as in academic work, to the detriment of other experiences or subjects of the curriculum, such as group performance, sporting activities or even going out at playtime to get exercise and fresh air. We encourage all pupils to fulfil their full potential in those subjects in which they are most able without reducing the breadth of their curriculum and personal experience.

Homework:

Homework is matched to the ability of the child and is set according to the guidelines in the homework policy.

The role of Parents and Carers:

Parents and carers involvement is encouraged in the child's learning and the school aims to work in full partnership. All pupils are encouraged to share their work and ideas with their parents, especially when setting targets for each new topic. Parents are invited to support their child during the time they are doing set homework, and they are encouraged to provide space for them to work, and if possible, additional resources, such as reference material.

Personal and Social Education:

Classwork and work outside the classroom includes a number of opportunities for pupils to work in small or large groups, which will help their personal and social skills. Some very able pupils find working in teams easy, others show excellent social and leadership skills, but others find "teamwork" more difficult. The school aims to develop all the abilities of pupils, including their social and personal, especially if they are not strengths. We aim to create a climate in which children are taught to relate well to each other and where differences of all kinds including ability are accepted.

Leadership and Management Role:

The Depute Headteacher will act as co-ordinator for the most able pupils at the school and will:

- Maintain the register in consultation with other staff.
- Liaise with the Additional Support Needs Teacher.
- Monitor the school's provision for pupils being most able.
- Monitor the progress of pupils identified by making a biannual review of individual assessments.

Policy Review

The policy will be reviewed regularly as part of the general policy review cycle.