MOST ABLE GUIDELINES (CURRICULUM)

Reviewer: Daniel Green

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This Policy should be read in conjunction with;
Assessment Recording and Reporting Policies
Curriculum policies,

Teaching and Learning Policy,

Equality and Inclusion Policies (PPG)

Intent

All children have a right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. At Whitegrove, we aim to provide a curriculum that is appropriate to the needs and abilities of all children and challenges the most able.

We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. Ensuring our most able develop strategies to achieve high standards in all subjects so they may confidently excel at the secondary school of their choice.

Principals:

- More pupils have the ability to perform at the highest levels
- To create a system that expects significantly more from all pupils

Aims:

Room at the Top, Inclusive education for high performers - Deborah Eyre 2011

- To ensure that children who are most able have effective provision enabling them to be stretched and challenged within the context of challenge for all; *acquiring the knowledge and skills necessary to take ownership of their learning and achieve more.*
- To support the abilities, personal qualities and talents of all children; *creating opportunities for children to identify their talents and to flourish.*
- To ensure that teachers and leaders are employing a variety of methods to recognise potential. Developing higher order thinking and questioning skills for the most able; see our curriculum policies and statements.
- To recognise under-achievement and seek to remove it; *using the characteristics of learning, our 6 Rs, assessment (see our policy) and CAT in Year 4*
- To work in partnership with parents/carers to support them to promote children's learning and development; *Signpost to extracurricular activities* and *to provide opportunities for children to extend their learning beyond the classroom including through use of links with the wider community.*

".....the way to secure performance at the highest levels is to create a system that expects significantly more from more pupils; in so doing, we would succeed in raising the performance of the whole school population: 'There really is "room at the top" if we systematically nurture more children to get there"

Summarised from Deborah Eyre's 2011 report on "Room at the Top"

Definition

We acknowledge that there is no definition for Most Able by Ofsted or the DfE: "Schools should develop their own methods of identifying and assessing these pupils (DfE)" and so we have a number of identification processes that ensure all children with emerging potential are highlighted and included.

The following areas have been identified as being the main areas of ability and are based on Howard Gardner's seven intelligences.

- Intellectual (aspects of English, mathematics and science)
- Artistic and Creative (art, design, music, drama)
- Practical (design and technology, mechanical ingenuity)
- Physical (PE, sports, dance)
- Social (Personal and interpersonal, leadership qualities, working with adults)

A child can be recognised as most able even though they are not presently reaching his or her potential.

Implementation

At Whitegrove we:

•Ensure that provision for the most able pupils is led from the top and is regularly on the agenda of leadership and management meetings within the existing meeting structure.

• Ensure practices are in place for measuring and reviewing the performance of the most able pupils.

• Plan a curriculum that considers the needs of the most able pupils as part of the whole school profile, from intent, through implementation to impact.

• Consider the personal skills the most able pupils are developing through their school experience.

• Give teachers and support staff the knowledge and understanding they need to meet the needs of the most able pupils through leadership, guidance and continuing professional development.

Identification

When identifying particularly most able children it is recognised that the pupils may be

• good all-rounders;

• high achievers in only one area;

• of high ability but with low motivation;

• of good verbal ability but poor writing skills;

• very able with short attention span;

• very able with poor social skills;

• keen to disguise their abilities;

(Deborah Eyre, 1993)

The attitude of the staff is a crucial element in identification, as information has to be gleaned from many different sources and some indicators will be evident only to openminded, sympathetic and perceptive teachers. A range of available information will be used to identify

children who may be underachieving.

Strategies for identification:

• baseline assessments, test results and CAT scores.
Including continuous teacher assessment – see the school assessment policy.

• Detailed records from previous nursery, classes or schools.

• discussion with the child or previous teacher, school or nursery.

• formal classroom observations.

• parental information.

• detailed individual assessment by other professionals, as appropriate.

Talented children may also be identified through specialised coaches or extra-curricular school clubs.

Identification should focus on what extra needs the child has and how these may be met through the school's curriculum.

Provision

Whitegrove Primary School provides a broad, balanced and relevant curriculum for all our children. The Whitegrove Curriculum aims to be appropriate to the needs and abilities of all children and challenges the most able, with opportunities for all children to achieve a deeper level or mastery of learning in all subjects.

We must take the approach of aiming high and pitching above our most able; we then put scaffolding in place for those that need it.

These theories can be applied across all subjects. Deborah Eyre 2011

Some or all of the following provisions are used to inspire, challenge and support the most able children:

- Differentiation & enrichment – stimulus, resources, tasks, outcome and response.
- Providing appropriate challenge – high-quality tasks which require children to develop higher order thinking and questioning; opportunities for problem solving, analysis, synthesis, creative thinking, speculation, evaluation and research;
  eg Bob Cox – Opening Doors series 2016-2019
- Strategies such as:
  - using Bloom's Taxonomy to ask and create challenging questions;
  - using 'big' questions with no 'right' answers;
  - using low threshold, high ceiling activities;
  - asking "How can you challenge yourself?"
  - asking 'javelin' questions which aim as high as possible;
  - explicitly stating that "Excellent responses will include…"
  - using quality texts for reading and as inspiration for high quality writing;
  - using the internet to learn even more.

- Ability grouping for Maths (from Y3) and aspects of English e.g. Phonics and guided reading, where appropriate;
- Using our 6Rs or 'characteristics of a good learner' to understand themselves better as learners, developing greater independence to organise their own work, to carry out tasks unaided, evaluate their own work and become self-critical.
- Varied and flexible groupings as appropriate e.g. ability, mixed ability, individual, cross-year group, intervention and acceleration;
- Intervention groups led by specialist subject teachers;
- Setting appropriate targets for reading, writing and maths;
- In-school enrichment opportunities e.g. extra-curricular clubs, French day, maths challenge activities, sports events, house team events;
- Out-of-school enrichment e.g. sporting events, challenge days at local schools (maths, DT, spelling), promotion of local events and competitions (e.g. Three Parishes Arts Festival), signposting to local clubs and events.

Impact

The success of the school's most able pupils is evaluated through:

- monitoring of classroom practice by senior leaders, governor and subject leaders.
- regular pupil progress meetings with phase leaders.
- analysis of pupil tracking data and reporting to the QI governors working group.
- monitoring of procedures and practice by the lead governor and local authority STEP ;
- Local Authority moderation process and OFSTED inspection arrangements;
- meetings of parents and staff, both formal and informal.
- reporting to parents and effective transfer arrangements to secondary education for our most able.

Research & further reading:

Room at the Top Inclusive Education for High performance, Deborah Eyre 2011

https://researchbriefings.files.parliament.uk/documents/CBP-9065/CBP-9065.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/405518/The_most_able_students.pdf

https://potentialplusuk.org/wp-content/uploads/2020/03/Ofsted-Reporting-of-Provision-for-the-Most-Able-Pupils.pdf