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Most Able Policy

St Aubyn's School

Rationale and Aims

This policy outlines the School's approach to the most able pupils (advanced and talented learners), their identification, management and opportunities provided for them.

Through this policy we aim to:

- identify pupils who are achieving or have the potential to achieve significantly in advance of the average for their year group
- Enable each pupil to develop to their full potential by providing for the learning needs of the most able
- Enable personal challenge and extension of individual pupils through the work we set them
- Encourage pupils to generate their own learning by working and thinking independently

Definition

Pupils who achieve, or have the ability to achieve, at a level significantly in advance of their peers. This may be in all areas of the curriculum or in a limited range.

(Definition provided by Professor Deborah Eyre, Director of the National Academy for Gifted and Talented Youth).

Identification

In EYFS and Pre Prep, the needs of individual pupils can be developmental and are addressed on an individual basis. Work is differentiated to the ability of the child. Children who are exceeding expectations are encouraged to further their knowledge through extension work which is provided in class. In Pre Prep, pupils may also be taught maths and English in differentiated groups for one lesson a week. Pupils who are showing signs of being an advanced learner will be monitored closely in preparation for transition to Middle School.

From Year 3 upwards we will aim to identify the advanced learners using a combination of the following (see procedures outlined on Identification of Most Able Flow chart and Methods to identify Advanced and Talented pupils – see appendix 1):

- Analysis of summative tests and formative teacher assessments (e.g. GL Assessments, VR/NVR, NGRT, NGST, CATs, class based assessments)
- Discussions with teachers and parents
- Information from specialist teachers, e.g. sport, music etc.
- Discussions with the pupils themselves
- Classroom observation

Those pupils identified as being most able will be monitored by Heads of Department in conjunction with the Head of Additional Learning and Deputy Head (Academic).

Provision

Some or all of the following will be used to support advanced learners within the school.

- Providing appropriate challenge through high quality tasks including:
 - Working in greater depth (to demonstrate how skilfully pupils can apply their learning)
 - Extension (encouraging the development of more sophisticated thinking and reasoning skills by providing activities which provide pupils with an extra tier of challenge)
 - Enrichment (Broadening a pupil's education through involvement in activities, trips and visits specifically designed for the most able students e.g. curriculum events run at local secondary schools)
- Ability grouping for literacy and numeracy. This includes varied and flexible grouping where necessary e.g. ability, mixed ability, individual, acceleration

- Lesson planning that caters for different learning styles
- Setting of appropriate homework tasks which foster creativity through appropriate challenges
- Within a class setting, high level questioning directed at individuals

Further Enrichment opportunities

In School:

- BA Crest Awards (the British Science Association's flagship programme for young people,)
- Chess (An excellent game that practises strategic, analytical and problem solving skills which may involve participation in local/national competitions).
- Library Events and activities - the library staff organise an inspiring range of events including poetry competitions, visiting author talks and the World Book Day events. Avid readers can also complete Reading Challenges.
- LAMDA- offering practical examinations in communication and performance subjects. Pupils from Year 2 upwards may take part in group, pairs or individual lessons as an additional paid for activity.
- Model MUN Day: Also known as Model UN, the MUN is an educational simulation in which students can learn about diplomacy, international relations and the United Nations. MUN involves and teaches participants researching, public speaking, debating, and writing skills, in addition to critical thinking, teamwork, and leadership abilities.
- Leadership roles in the Cadet Corps
- Careers Day for Year 7 and 8 pupils: visiting employers within a specific career offer guidance to enable pupils to find out about different pathways available to them as they progress.
- Invitation-only Sport and Music Activities

Outside of the classroom:

- STEM competitions (the only nationally recognised accreditation scheme for STEM project work (science, technology, engineering and mathematics) subjects
- Women in Science Day - Each year, Felsted hosts a couple of days where pupils from across the county are invited to attend Science workshops aimed at meeting and extending the needs of more able pupils in Years 5 and 6.

Monitoring and Evaluation

Teachers and senior subject specialists are accountable for the progress of the pupils in their class. They will review progress of the most able pupils regularly, in conjunction with their Head of Department and Head of AL, to ensure that provision, support and challenge meet the needs of these learners. Relevant information will be passed on as pupil's progress through the School.

Information shared at points of transfer should include:

- Particular strengths and weaknesses
- Resourcefulness and initiative
- Work covered
- Targets for future development

The effectiveness of the School's provision for the more able is also measured by outcome in terms of value added and the attainment of scholarships at 11+ and 13+. However, it can also be measured by an individual's motivation to achieve as well as they can in lessons, co-curricular and enrichment activities.

Social and Emotional considerations

In order to reach their potential, it is important that advanced learners also develop as rounded individuals. Their progress in social and interpersonal skills is monitored, as well as their progress within curriculum subjects. Our present pastoral structure provides for this.

Responsibilities

The **class teacher/Senior Subject Head** will:

- Take steps and gather data to identify most able learners within their class and, in consultation with other staff members, across the year group
- Keep their Head of Department/ Head of Additional Learning of progress or any changes
- Include specific provision in planning
- Review provision regularly

They will be supported in this by their **Head of Department** who will review provision on a regular basis.

The **Head of Additional Learning** will:

- Have an overview of Departmental provision for most able learners
- Monitor provision provided by outside agencies, activities and other schools to further the experiences of the advanced learners
- Liaise with Heads of Department and the Deputy Head (Academic) regularly who will report to SMT and the Governors as appropriate, as well as organising relevant INSET.

Parents

Partnership between the School and parents is central to the all-round development of our most able pupils.

It is our School's responsibility to:

- Give the parents clear information about their child's abilities in school.
- Inform parents of any action taken to meet their child's specific needs e.g. extension groups, accelerated learning opportunities.

Parents should recognise that they can support their able child by:

- Telling the School about their child's talents and abilities beyond the classroom.
- Provide a suitable environment in which their child can study and encourage good study habits.
- Encourage their child to take part in worthwhile and varied out of school activities.

Resources

Resources for the delivery of the curriculum for the most able learners are held in Departments or by Senior Subject Heads.

This policy will be reviewed by the **Head of Additional Learning**.

Glossary

AL = Additional Learning

VR = Verbal Reasoning

NVR = Non Verbal Reasoning

NGRT = New Group Reading Test

NGST= Group Spelling Test

CATs= Cognitive Ability Tests

INSET = In Service Training

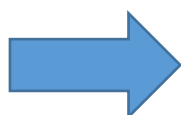
Appendix 1

Identifying Most Able Learners

Teacher/member of staff

When identifying advanced learners, are they a pupil that:

achieves, or has the ability to achieve, at a level significantly in advance of their peers? This may be in all areas of the curriculum or in a limited range.



*For more information about any of these learning needs, please visit <T:\Additional Learning\Information and Resources>

**Pupil Progress meeting involving Deputy Head (Academic), Heads of Department and Head of Additional Learning will take place termly.

Initial observations/analysis of data to identify AAT

- Teacher to complete general or subject specific checklist, identifying traits of advanced and talented learners
- Teacher seeks further information to see if this is limited to one subject or across subjects
- Analyse pupil work
- Review standardised results (at least 2 years above)
- Pupil interview/questionnaire
- Continue to monitor until sufficient evidence gathered



Identification

- In discussion with Head of Department, determine status of learner and any additional provision required
- Head of Department will update Head of AL (overview of provision)



Provision

- Consider relevant starting point of most able learners in planning
- consider and plan for different learning styles
- group most able pupils together for specific subjects or activities (peer mentoring) to provide challenge
- pace lessons to take account of the rapid progress of most able learners
- give time for most able pupils to extend or complete work, if beneficial
- set appropriately
- provide suitable challenging homework to challenge most able
- monitor and record the progress of most able pupils
- undertake lesson observations which monitor the progress and attainment of most able pupils.
- develop independent learning through Assessment for Learning strategies to allow students to organise their own work, carry out tasks unaided, evaluate their work and become self-critical

Out of Class Activities

The following activities are offered on a regular basis and, although they sometimes benefit all students, they are particularly apt for those who have potential in certain areas as they provide opportunities to practice and extend their skills further:

- Enrichment days/visits
- Residential experiences
- Musical and sporting activities
- National competitions

See policy for further internal and external provision.



Termly evidence-based review of pupil progress strategies and provision. (Teacher/subject specialist/Head of Department/Head of AL/Deputy Head (Academic))