



Most Able Policy

Aims

- At Chancellor Park Primary School, we are committed to providing a safe, challenging and stimulating environment for all our pupils. We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models. Our excellent teaching, inspiring curriculum and high expectations of learning, aim to maximise opportunities and develop the children's confidence, so they can challenge themselves and take risks. We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as 'gifted or talented', regardless of their gender or background.
- To ensure that these pupils reach their full potential, it is important to adopt and implement appropriate policies and practices to fulfil their educational and social needs. Their specific talents and skills need to be nurtured; by providing them with either the opportunities to work at high cognitive levels in academic areas; or a chance to aspire for creative or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well rounded education. We believe a strong gifted and talented programme is vital to support the ethos of Chancellor Park, as it promotes increased performance across the board, lifting the aspirations of pupils, teachers and support staff.

Definitions:

- The terminology for the 'gifted and talented' is varied and changing. Over the years many terms have been used. The more recent from Ofsted being 'most able'. The Ofsted school inspection handbook (August 2015) questions, 'Whether work in all year groups is demanding enough for all pupils?' and how the school, 'helps all pupils make progress and fulfil their potential?'
- Children who are defined as the 'most able' at Chancellor Park, will be identified in any year group, for any subject, and normally amount to between 5-10% of the whole school populations, regardless of the overall ability profile of the pupils.
- At Chancellor Park we have chosen collectively as a school to refer to children who are 'gifted and talented', as the most/more able. With children who are our most/more able, demonstrating as possessing a 'broad range of achievement, performing at a very high level and having well-developed learning skills, across most or all areas of learning, or, excelling in one or more specific fields, such as Sport or Music.'
- Children who demonstrate an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance above that of their peers, and the most able, will be highlighted within the top 2% of the whole school population and for these children the term 'very able' may be used. These children will be supported from the guidance of specialist teachers, or outside agencies/clubs.

Identification of the Most Able

- The identification of the 'most/more able' pupils is a process in which the whole teaching and support staff participate in; as well as parents, carers and the children themselves. The process starts as soon as children enter Chancellor Park and is constantly reviewed. Before identifying any child as 'more able' in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fairer. A register of the 'most/more able' is kept by the subject leader, but talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by all of the above parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily, or permanently.

The 'most/more able' learners may display some or all of the following characteristics:

- Good memory
 - Quick grasp of concepts, lateral thinking
 - Wide vocabulary
 - Expressive ability
 - Abstract thinking
 - Skills of analysis
 - Creativity
 - Positivity
 - Good all-rounders
- Identification is also based on ability, not solely on achievement. Some children can "underachieve" for a variety of reasons such as: peer pressure; behaviour problems; special educational needs or reluctant learners. All staff are trained to be aware of this and look for "hidden talents." Both qualitative and quantitative information can be used for identification purposes.

These 'most/more able' learners can present themselves as being:

- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal ability but with low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to 'disguise' their skills

Provision for the Most/More Able

At Chancellor Park, the main focus is to improve provision for the most able pupils in our day-to-day teaching and learning. There are three ways to meet the needs of these pupils. Chancellor Park utilises all of these ways; primarily using *enrichment* and *extension* first. The New Curriculum, 2014, supports the provision of enrichment, extension, and acceleration, by stating, '*throughout the curriculum opportunities to extend, broaden and promote the application of skills are identified.*' Therefore at Chancellor Park, we focus on a variety of different provisions for meeting the needs of our most able pupils. Opportunities for extension, enrichment and acceleration are built into all our schemes of work across all curriculum areas, including our homework provision.

- *Enrichment* consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic that there would not normally be time to study, or it can consist of adding extra opportunities within the curriculum.
- *Extension* occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.
- *Acceleration* consists of enabling pupils to access work which would typically be for older pupils. This can occur through or giving them work which would usually be given to older pupils or covering the same work as everyone else but in a shorter period of time.

Types of Provision

Class provision:

- All classrooms include challenging activities which promote all styles of learning (VAK).
- Teachers ask open ended questions and higher order thinking questions.
- Teachers have high expectations.
- Teaching is personalised, pacy and challenging.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately (i.e. respond at their own level).
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills, and questioning skills.
- A variety of grouping is used effectively e.g. mixed ability.
- There is access to higher level tests for assessment.
- Enrichment of learning – whereby a particular skills, set of skills or knowledge within an area can be further developed and enhanced.

School Based Provision: i.e. curriculum provision varies according to subject area.

- Shared celebration of children's achievements.
- School clubs including sports, arts, music.
- Specialist Teachers – P.E, Music.
- Enrichment opportunities including specialist days.
- Intervention groups
- Opportunities to learn a variety of musical instruments and for performances.
- Partnership with cluster schools including workshops.
- Regular homework activities – mapped to Blooms Taxonomy and Gardener's Multiple Intelligences.

Out of school provision:

- To access summer schools/Saturday challenges where appropriate.
- To help children find support, training and clubs for more diverse talents.
- Opportunities to enter local/national schemes/competitions.
- To access opportunities by STEP cluster of schools.
- Ensure close secondary liaison.
- Offer opportunities to outreach programmes run by Essex County Council.

Process for Review and Development

The 'most/more able' subject leader, with the support and active participation of the whole staff, is responsible for:

- Updating and reviewing the information record of children on the 'most able' register and monitor their progress.
- Monitoring provision alongside other subject leaders, including teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas.
- Ensuring liaison with parents where necessary
- Reviewing the policy
- Identification of any suitable mentors for pupils.
- Identification of staff INSET needs.
- Provision of any necessary resources.
- Keeping up to date with information, research and current initiatives to do with the 'most able' and feeding back to the staff and governors.
- Sharing of good practice and ideas with staff, cluster group.
- Developing links with agencies or organisations that support the 'most able'.
- Consulting with the SLT, staff and governors.

Resources

The school's resources will include ideas and commercially produced material. These may be kept in a central area e.g. with the subject leader, with individual curriculum resources, the class teacher or in the resources library. In addition the school library may be used for research or self-study.

Policy Review

This policy was written in Spring 2016 and shared with all staff and governors.
This policy will be reviewed every 3 years, unless the need for review arises beforehand.