

E21C Trust Primary School

More Able Students Policy

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Statement of Intent

Education in our schools should provide for students of all abilities. Students deserve an education that encourages them to achieve their full potential as well as rewarding and recognising achievement in its many forms.

The curriculum and organisation of the schools will allow each student to learn at a pace that is appropriate for them. Opportunities will be offered to enable the most able students to fully develop their abilities within the context and framework of the schools.

General Statement

- We believe that support for the most able helps all students to achieve their potential. Within our Schools we endeavour to provide opportunities for this to happen by adopting an inclusive education for all.
- We believe that supporting the learning needs of most able students is a factor in raising achievement for all.
- We believe that most able students are not a homogenous group, whether in terms of learning styles, speed of development, creativity, personality, social background or social behaviour.
- We believe that the needs of most able students are best served when the school works in an open, responsive and realistic partnership with parents.

Definition

- Each student is unique and any attempt at a definition is a generalisation. We recognise that ability is multi-dimensional and only some aspects of it can be measured. It is impossible to cover every variation of ability and talent, however, a working definition is an essential point of reference for guidance and further discussion.

--- Our definition is “Students who have ability or abilities beyond the large majority of their peer group and who consequently require more challenging teaching and learning opportunities in order to achieve their full potential. Acknowledging that students may excel in specific areas and not necessarily across all areas of the curriculum.”

--Ofsted definition: Ofsted explained that there is not a national definition for 'most able' pupils. However, that 'most able' is often defined by a pupil's prior attainment.

- Within the school population there will be small groups of most able students; their potential will be shown in a wide range of learning contexts.
- We acknowledge that some students have ability, which is so exceptional compared with their peer group that they may need special consideration in order to meet their needs.

Aims

Short term

- Identification of most able or highly skilled students.
- Appropriate assessment of the student's abilities and needs through assessment and discussion with school professionals.
- Assigning most able and highly skilled students mentors who will meet them termly to discuss academic progress and track their performance.
- Recognition that the most able of students require appropriate differentiation.
- Recognition of the potential contribution that the most-able students are able to make within the school and the wider community
- Staff training and awareness.
- Parental support.

Long Term

- Development of a tracking system to highlight most able or highly skilled students at risk of underachieving at risk of underachieving.
- Implement intervention methods where necessary.
- Develop a robust and rigorous curriculum for the most able students.
- Embed challenge tasks at every available opportunity.
- Develop and implement an enrichment/extension programme.
- Develop and establish opportunities/activities outside the school environment.
- Research and develop the use of technologies to support and challenge the most able.

Identification

- We believe that identification and provision are integral and therefore we aim to provide opportunities for all students to reveal, display and extend their range of talents and abilities. Identification is not an end in itself.
- Identification and assessment of most able or highly skilled students is a continuous process at the Schools. We respond to any parental enquiries and welcome background knowledge or evidence of a student's work done at home, if appropriate.
- We recognise that not all students do well in tests and that some students are able but they may have a specific learning difficulty. In such cases we try to consult with relevant agencies.
- We utilise CAT and other baseline data as well as teacher assessment and consultation.
- There are varied opportunities for abilities to be revealed throughout the year as we recognise the importance of ongoing assessment.

Curriculum Organisation and Practice

- Generally the needs of most able or highly skilled students are met through planned provision which identifies learning outcomes that challenge and extend the most able or highly skilled.

- We aim to offer a range of extra-curricular activities that challenge all students, including the most able and highly skilled, e.g. Choir, Chess, Drama Club.

Monitoring and Evaluation

Whole School

At our Schools there is a named member of staff (who has overall responsibility for the co-ordination of able students' provision; as such the named member of staff is responsible for monitoring and evaluating:

- The effectiveness of the activities at school level.
- The effectiveness of the activities linked to outside agencies.
- The support provided to teachers and students to set the highest expectations of achievement for the selected students.
- The effectiveness of tracking the achievement of groups and/or individuals.
- The implementation and progress of subject specific policies and activities, monitored through feedback and records.
- Training through INSET.
- The school wide policy.
- The identification of students from baseline data and teacher assessment, including new arrivals, students from other schools etc.
- The celebrating of achievements of groups and/or individuals.
- Staff facilitating learning to deliver the highest possible results through review, evaluation and INSET where necessary.
- The annual review and evaluate processes.