

Shared values – Shared Aspirations – Shared Achievements

Ickleford Primary School More & Most Able Provision Policy

1. Rationale

At Ickleford Primary School we recognise & value that our pupils have a wide range of abilities and talents. It is our aim to meet the needs of each of our children, providing them with a happy, secure and stimulating environment, which challenges and encourages each child to achieve to the best of their individual ability.

We provide a wide and balanced curriculum guided by the requirements of the National Curriculum, to which all have equal access, so that each child is equipped with the skills necessary for their future.

We encourage self-confidence, self-discipline and independence of learning.

In keeping with these principles we are committed to identifying the specific needs and abilities of all our pupils. Through this process we recognise that many of our children will be capable of high learning potential who can be considered to be the '**More and Most Able**' pupils in our school.

This More & Most Able Provision policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

2. Our Aims

This More & Most Able Provision policy is intended to support the following aims:

- To make early identification of our More & Most Able children (M&MA)
- To closely monitor the progress of our More & Most Able children to ensure they are reaching their full potential
- To provide opportunities to develop breadth & depth in their learning
- To address specific skills & to ensure that they have a deep mastery in their learning
- To set high expectations and challenge through teaching and learning skills
- To promote the self-esteem of children identified as being M&MA
- To recognise and meet the whole child's needs
- To liaise with parents/carers in order to best support our M&MA pupils.

3. Definitions

The term **Gifted & Talented** has until recently been widely used in schools nationwide to classify their most able pupils.

The term **More & Most Able** is now considered a more appropriate term to describe pupils with a high learning potential. It is the term that we at school believe most accurately describes our highly able children.

Children may be considered **More & Most Able** in diverse fields such as academic, creative, sporting, social or leadership.

At Ickleford School we identify our **More & Most Able** children as those who have the potential to **successfully & consistently** work at a level that is exceeding their age related expectations (ARE) and so demonstrate an ability/aptitude that is higher than average for their year group.

We apply this categorisation to the academic curriculum areas which we teach and are able to develop in school.

Separately we may choose to identify **talented** children as demonstrating **an innate talent or skill** in a creative or sporting field which can be facilitated and nurtured outside of school with our encouragement & support.

Within Ickleford Primary School we recognise that children considered to be **More & Most Able** may present their abilities in different ways:

They may:

- Exceed Age Related Expectations in more than one subject
- Show deep mastery in only one subject
- Have depth and breadth in learning but demonstrate low motivation
- Have exceptional verbal ability but having poor writing skills
- Exceed Age Related Expectations but have a short attention span
- Exceed Age Related Expectations but have limited interpersonal skills
- Be keen to disguise their abilities
- Show M&MA capabilities but possess SEND diagnoses

We acknowledge that there may be times when More & Most Able children may be achieving well or may be achieving below their ability. It is our aim to address the barriers to learning which may affect the progress of children with high learning potential as we do with all our pupils.

4. Identification & Assessment Strategies

The identification of M&MA pupils is a continuous process. It is based on a portfolio approach and is part of the ongoing assessment at the core of our approach to teaching and learning.

We identify M&MA pupils by making judgements based on the analysis of various sources of information.

Our definition is recognised by all our teaching staff.

Our identification process is further informed by:

- Continuous assessment & data analysis
- Classroom based observations
- Work sampling/scrutiny
- Detailed staff discussions

Additionally we use Baseline and end of Key Stage assessment data our school identifies **More & Most Able** children as being those who have the potential to **successfully & consistently** work at a level that is exceeding their age related expectations (ARE) and so demonstrate an ability/aptitude that is higher than average for their year group.

We also place great value on the information given to us by parents & carers.

We believe it is important to discuss with our children their own views and how they perceive their learning.

We ensure that our judgements of **More & Most Able** children are consistent within the school through staff discussion and through the moderation of pupils work.

5. Roles and Responsibilities

M&MA lead teacher

Our school has identified a member of staff to be responsible for co-ordinating the work to develop the achievements of our More & Most Able pupils.

The lead teacher will:

- Formulate & update a M&MA policy for the school
- Exemplify good practise in meeting the learning needs of the More & Most Able pupils
- Liaise with class teachers & subject leaders to support the provision for our More & Most Able pupils
- Research suitable resources and support staff in providing those for our More & Most Able pupils
- Develop a resources base as funding allows
- Keep themselves up to date with developments in this field
- Attend relevant training and disseminate information to staff as appropriate
- Arrange suitable CPD for school staff in this area of practice
- Meet regularly with More & Most Able pupils to discuss their views of how they perceive their own learning

The Head Teacher & Senior Leadership Team will:

- Exemplify good practise in meeting the learning needs of the More & Most Able pupils
- Liaise with the More & Most Able Co-ordinator, class teachers & subject leaders to support the provision for our More & Most Able pupils
- Support relevant training and ensure that information is disseminated to staff as appropriate
- Use Pupil Progress Meetings to monitor & evaluate the progress of individual M&MA pupils
- Undertake class observations to monitor the teaching & learning strategies used to meet the needs of our More & Most Able pupils
- Review planning to ensure that lessons are designed to meet the needs of our More & Most Able pupils
- Undertake work scrutiny to monitor & evaluate the progress of M&MA pupils

The Subject Leaders will:

- Make themselves aware of the pupils fulfilling the M&MA criteria in their subject areas through all cohorts
- Monitor the progress of the More & Most Able pupils in their subject areas
- Advise class teachers on strategies to support M&MA pupils where appropriate
- Review their subject area planning to ensure that lessons are designed to meet the needs of our More & Most Able pupils

Our Class teachers will:

- Use a variety of strategies to meet the needs of the More & Most Able children in their class which is indicated in weekly lesson planning (See Learning & Teaching below)
- Liaise with the SLT , the More & Most Able Co-ordinator, SEND co-ordinator (where appropriate) over the early identification of children in their class

- Assess and monitor the progress of M&MA pupils in their class
- Discuss the progress of individual More & Most Able pupils in their class with the Senior Leadership Team during Pupil Progress Meetings.
- Discuss planning for More & Most Able children with Subject Leaders to ensure that the needs of these pupils are successfully met
- Keep parents/carers informed of their child's progress.

Governors:

- The governing body will be responsible for ensuring that this policy is routinely reviewed
- A governor has been given the specific responsibility for overseeing the provision for children who are More & Most Able
- M&MA Governor will discuss information relating to M&MA provision with the Governing body.

6. Learning and Teaching strategies for supporting More & Most Able pupils:

At Ickleford school we recognise that effective provision for M&MA children occurs in classrooms where expectations are high & the learning environment is supportive.

We believe that our More & Most Able pupils will be the children who demonstrate the greatest level of breadth & depth of understanding in their learning.

In order to facilitate the **stretch & challenge** of all our children including the M&MA pupils we acknowledge that a range of Teaching & Learning strategies should be employed to promote **successful mastery** in all subjects.

Strategies we may employ include:

- Differentiation, including **targeted teacher questioning** and **rich & sophisticated** tasks to raise the level of challenge
- The provision of extension opportunities to demonstrate the achievement of **mastery & fluency**
- Varying groups of pupils to suit learning including objectives around learning styles and social development
- Adopting a problem solving approach
- Adopting a skills based approach to learning where how to learn is the focus rather than what to learn
- Exposing children to a variety of learning styles
- Special tasks of responsibility
- Child initiated learning opportunities allowing pupils to:
 - organize their own work, to carry out tasks unaided
 - develop resilience in their approach to learning
 - evaluate their work and become self-critical
 - employ higher order problem solving and study skills
- Targeted deployment of Teaching Assistants
- Differentiated homework tasks when appropriate
- Visits by outside agencies when appropriate to develop activities or expand topic areas

In addition we facilitate

- Enrichment days
- Cluster events
- Subject specific activity days or weeks
- Residential experiences
- School clubs

- Entry into suitable competitions
- Mentoring and additional provision for pupils of exceptional ability.
- Opportunities to participate in activities outside of school
- Celebrate achievements from both school and outside school (Celebration Assemblies)

7. More & Most Able in the Early Years

At Ickleford School we recognise that ongoing observation across a range of contexts is the key approach to identifying significant areas of ability in the Early Years as children are developing rapidly at this stage.

We understand that some children in our Early Years setting may have **More & Most Able attributes** which present as uneven or evolving. Some abilities may be masked by developmental and cultural differences. It is our aim to recognise this process and to overcome barriers our children may face.

We recognise that provision needs to offer children very broad experiences rather than narrow pathways.

The role of the practitioner is that of a facilitator of children's learning.

Exceptional abilities are recognised through careful observation and learning journeys. All staff look out for

- Unexpected and surprising responses
- Persistence and precision in play
- The ability of a child to reflect
- Children who interpret clues and codes in the world around them easily
- Children who are curious and motivated to find information

They are also aware that M&MA children may:

- sometimes become easily bored and frustrated
- not have well-developed emotional and social skills
- prefer the company of adults to other children

Our Reception class teacher records the progress of all our Early Years children in accordance with our school monitoring systems & highlights those children who are achieving beyond the expected Age Related Expectations (ARE) and thus meeting the M&MA categorisation.

The monitoring strategies applied to all years groups are also used with our Early Years Class (See below).

8. Continuity and Progression

At Ickleford School we believe that successful transition between settings, classes & Key Stages is essential in supporting the continued development of all our children including those considered M&MA.

- Successful transition between classes includes:
- End of Year meetings between current and future teachers to ensure that information about each pupil's needs and abilities is shared
- Pupil Progress meetings with each class teacher at the beginning of the academic year identifies groups of children in each cohort who have specific needs; this includes both the M&MA and SEND pupils

Transition between settings/schools:

- The Reception teacher visits all Early Years' settings that feed the Reception class

- The Year 6 teacher meets with Year 7 co-ordinators from each secondary school to discuss the needs of individual pupils

We may also provide the children with the opportunity to meet their new teachers and experience their new class settings before full transition takes place

9. Monitoring Strategies

During **Pupil Progress Meetings** we review the progress & achievements of all our children in each cohort. During this process the development of our **More & Most Able** children is evaluated & analysed using our school's formal tracking systems.

We choose not to hold separate lists detailing our **More & Most Able** children.

We record our **More & Most Able** pupils on class tracking grids & on class provision maps which highlight significant groups within each year group.

These records are accessed by the class teacher, SLT team, SEND Co-ordinator. Subject Leaders & the M&MA Co-ordinator may access this information with the permission of the Head Teacher.

The information on these records is passed on to the next class teacher during year group transition in order to make appropriate provision for each child.

When appropriate this information may be used to inform outside agencies to help secure appropriate specialist provision for specific children