

# West Hill Primary School

## Policy for our 'Most Able' pupils - 2013.

All children at West Hill Primary School are entitled to a broad and balanced curriculum. The Foundation Stage and National Curriculum are the starting point from which we plan effective learning opportunities for all our children, modifying them as necessary to provide all pupils with relevant and appropriately challenging work. We provide a curriculum that is stimulating and challenging. Teachers in our school plan carefully to meet the learning needs of all our children.

### Aims and Objectives.

#### **Purpose**

- To enable all children to achieve their full potential and achievement.
- To raise standards of attainment.
- To ensure the quality of teaching and learning is at least good.
- To ensure the Early Years Foundation Stage and National Curriculum programmes of study are delivered in an enquiry based manner.
- To celebrate success in all areas of learning.
- To ensure that we adopt a consistent approach to identifying the needs of our children.
- To encourage children to celebrate the successes of other children.
- To ensure that we provide challenges and extend the children through the work that we set them.
- To encourage children to think and work independently.

#### **Principles**

- Provide all children with a challenging and enriched curriculum.
- Encourage all children to develop higher order thinking skills and at the same time provide opportunities for able/exceptionally able children to work at their own level and pace, thus realising their potential.
- Offer children opportunities to generate their own learning.
- To meet the outcomes of Every Child Matters: to be safe, to enjoy and achieve, to achieve economic well-being and to make a positive contribution.

### Identification of Most Able children.

All teachers use the whole school approach to identify the most able children within their class. Teachers complete an overview of their class using Gardner's 'multiple intelligences' as a starting point to identification. A checklist for identification further indicates which children have been identified and the area in which they are most able

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in. Teachers indicate which characteristics the child displays within the checklist. Teachers are expected to outline provision made for identified children on the checklist. Identification will also arise from regular monitoring of children's attainment.

**Roles and Responsibilities.**

The class teacher will be responsible for:

- Identifying the more able children within their class using a whole school identification process.
- keeping regular assessment data in order to identify and monitor the progress of all pupils.
- making provision, through a well-planned and differentiated curriculum for all pupils to be challenged to reach their potential.

The coordinator's role includes:

- ensuring that the school's Most Able register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by gifted, talented and most able children across all curriculum areas;
- supporting staff in the identification of most able children;
- providing advice, resources and support to staff on teaching and learning strategies for most able children.
- To inform future priorities and targets for the area, writing an action plan with appropriate targets, evaluation and impact measures.
- To ensure that teachers are familiar with the policy, to keep up to date in provision for more able pupils and help them to plan lessons if required.

**Practice.**

**Tier 1-Classroom practice.**

1. We offer an enriched, differentiated curriculum for all children. This is achieved in the following ways:
2. As schemes of work are updated they will include enrichment activities, which encourage higher order thinking skills of *analysis, synthesis* and *evaluation*. We aim for all children to have access to enrichment programmes, but all identified Gifted and Talented pupils will be strongly encouraged to take part.
3. In our planning we design activities that are as open ended as possible to allow for the maximum differentiation by outcome. This will ensure that the most able

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pupils, who may need much less time to master facts, skills and routine applications, instead of doing 'more of the same' type of activities, can move on to more creative enquiries and pursue independent study.

4. Within each area of the curriculum, we provide a variety of extension materials, which include school-generated ideas and commercially produced material. We have a collection of challenging material in the form of word puzzles, mathematical problem solving materials, codes, quizzes and puzzles available for enrichment.

**Teaching**

1. All pupils are provided with a variety of opportunities to maximise their learning potential. Teachers' practise involves a variety of styles to meet the different learning needs of individuals and groups.
2. National curriculum programmes of study are covered in key stage one and key stage two. In Nursery and Reception the EYFS is covered. At West Hill Primary School we have developed a cross-curricular enquiry based curriculum. Teachers act as facilitators for children to develop their research based learning. Lessons begin with an enquiry question which children explore through independent learning thus meeting the needs of individuals' personal learning styles. This teaching approach provides the children with the opportunity for collaborative and personalised learning.
3. We endeavour at all times to set work that is challenging, motivating and encourages the pupils to talk about their learning. Children regularly have the opportunity to demonstrate and explain their methods and reasoning. All learning is carefully planned by teachers who ensure that key questions are included throughout learning which will develop children's higher order thinking skills.
4. Teachers ensure that support-staff are appropriately deployed to assist pupils' learning throughout their lesson. High quality marking indicating the children's next steps in their learning enables children to move forward in their learning.
5. Flexible groupings within the class and setting for certain subjects are used to support children working at higher levels.
6. Opportunities for challenges are evident in all planning and teaching.

**Tier 2- Additional small group experiences.**

1. We make opportunities available to children, including non-class based learning, such as the involvement in Borough wide and DfEE initiatives.
2. We provide voluntary clubs based on the children's interests and commitment, and children who display special abilities and talents will be advised to join them. Parents, outside experts or teachers may be invited to provide leadership in these clubs.
3. We also aim to provide opportunities to enrich their experience, such as: visits to the theatre, museums or art galleries.
4. The Enabling Enterprise programme offers all children at West Hill Primary the opportunity to develop and practise leadership skills alongside developing independence.

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5. The training of 'Buddies' enables children to take on genuine responsibility within the school day at play times to support the younger children within the school.
6. School councillors are selected and given responsibility to be the voice of their class in regular school council meetings.
7. A weekly challenge award is awarded for children who have shown aspirational qualities in their learning throughout the week.
8. Aspirations of all children are raised by encouraging the use of a classroom based 'Challenge box'.

**Tier 3- Specific personalised interventions.**

1. Those identified as exceptionally able learners will be supported through differentiated, targeted learning activities tailored for their needs. They are targeted for higher level activities in their everyday learning.

**Monitoring**

Co-ordinators are responsible for the monitoring of the teaching and learning of their subject and reporting to the Head teacher. (Refer to monitoring policy)

**Role of the Coordinator**

1. To play a major role in the development of school policy and practice ensuring that they improve the quality of provision for our most able pupils.
2. To keep the school's Most Able register up to date.
3. To have responsibility for securing high standards of teaching and learning.
4. To observe colleagues in learning walks from time to time with a view to identifying support if required.
5. To inform future priorities and targets for the subject, writing an action plan with appropriate targets, evaluation and impact measures.
6. To ensure teachers are familiar with the policy, to keep up to date with developments in provision for more able pupils and help them plan lessons if required.
7. To manage the annual curriculum budget, taking responsibility for the purchase and organisation of appropriate resources.
8. To prepare, organise and lead INSET or staff meetings.
9. To discuss with the Head teacher, when required, the effectiveness of the policy throughout the school.

**Equal Opportunities.**

We recognise that all pupils have an equal right to make the greatest possible progress with their learning, regardless of gender, race, ability or disability or social circumstances. We aim to ensure that there is no gender or race bias in the resources we buy. Displays show positive role models of gender, race, ethnicity and disabilities.

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All pupils have their work displayed at times throughout the year. We try to ensure that everyone is treated fairly.

**Special Educational Needs and Disabilities**

Pupils with a special educational needs or a disability are entitled to take a full and active part in every lesson. Central to this is the early identification of pupils with a special educational need and / or a disability, as well as the subsequent intervention and careful planning for differentiation. Teachers plan differentiated learning tasks, allocate additional time and/ or resources as needed and use a variety of teaching and learning approaches to ensure the needs of all pupils are met.

**Safeguarding**

We are fully committed to safeguarding the welfare of all pupils by protecting them from physical, sexual, emotional harm and neglect. All staff are aware of the rights of pupils with regards to their safety and well-being. We have a wide range of policies that inform staff and governors of their responsibilities towards the safety and well-being of pupils.

**Resources.**

The school's central resource keeps portfolios of ideas and commercially produced material. In addition, there is a central 'ideas' bank for the 'Gifted and Talented' co-ordinators kept at the *Professional Centre Library*. A monthly 'Think outside of the box' resource is provided by the Most Able for class teachers with new ideas for promoting challenge within the classroom setting.

**Parental Involvement.**

All parents and carers are equally valued as part of our school community. Children's learning is improved when we work in partnership with their parents or carers in facilitating support and involvement at home in children's learning. We therefore believe in close cooperation with all families and in regular consultation between the home and the school.

Policy drafted by:

Emmie Bate

Date policy agreed by all governors:

Date of policy review:

Autumn 2014

Headteacher

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Chair of Governors

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