



# **MOST-ABLE LEARNERS POLICY**

## **Northgate Primary School**

Approved: April 2017

Review Due: April 2019

## **Introduction**

At Northgate we are concerned with developing the 'whole pupil'. This covers the development of pupils physically, emotionally, spiritually, socially, creatively and intellectually. We are committed to achieving high quality learning and equality of opportunity and believe that all pupils should be encouraged to maximise their potential, in order to raise standards across the whole ability range. We aim to provide a supportive and caring environment, in which the talents of each pupil will be valued and nurtured. Through quality teaching, we aim to challenge and inspire pupils, extending and enriching their thinking, understanding, knowledge and skills.

## **Definitions**

We use the term "most-able" to mean those pupils who are capable of excelling academically in one or more subjects, such as English, Science or Maths. It also refers to those pupils who may excel in practical skills, such as sports, leadership, artistic performance.

In comparison with their peers, when engaged in their area of expertise, the mostable pupils will tend to:

- Show a passion for particular subjects and seek to pursue them
- Master the rules of a domain easily and transfer their insights to new problems
- Analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation)
- Make connections between past and present learning
- Work at a level beyond that expected for their years
- Show intellectual maturity and enjoy engaging in depth with subject material
- Actively and enthusiastically engage in debate and discussion on a particular subject
- Produce original and creative responses to common problems.

## **Aims**

Northgate aims to enable our most-able pupils to achieve their full potential by:

- providing a culture of high expectations
- planning and making provision for the needs of the individual pupil
- encouraging pupils to think for themselves, to ask questions and to contribute ideas
- offering a wide range of opportunities in the classroom and beyond
- careful monitoring of every pupil's progress

## **Identification**

We will aim to identify the most-able pupils, wherever possible using a combination of the following:

- analysis of summative test results and formative teacher assessments
- discussions with teachers and with parents
- information from specialist teachers, e.g. sports coaches, music teachers
- performance in sports, drama, music etc
- discussions with pupils during the year and continuous observations

Identified pupils are added to the most-able pupil register, which is kept by the mostable subject leader. Parents will be informed, when appropriate, that their child is mostable in a particular subject and the appropriate targets will be explained.

## **Provision**

Class provision includes:

All teachers ensure that there are a variety of in class strategies to stretch and challenge the most-able pupils and that these pupils have suitably challenging targets. Strategies include;

- **A variety of groupings** used effectively e.g. ability grouping, mixed ability, learning partners etc.
- **Differentiation**, which can be achieved in the classroom by; outcome, resource, task, dialogue, support, layered questioning or pace and at home with differentiated homework, amongst others.
- **The development of independent learning** by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Tasks can be:

- **Mastery tasks** which allow pupils to apply the curriculum in more complex and in-depth, cross-objective methods. They demonstrate how skilfully a pupil can apply their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations, often using reasoning or problem solving.
- **Extension** work occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.
- **Enrichment** tasks consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of the topic that there would not normally be time to study, or it can consist of adding extra subjects to the curriculum.

## Provision beyond the classroom

### **Within the school:**

- Specialist teachers, who ensure a wide range of high quality opportunities in both music and sport within the curriculum and beyond the classroom
- Wide range of lunchtime and after school clubs eg orchestra
- Opportunities for performance, including at the Rhodes Theatre
- Shared celebrations of success both in and out of school in achievement assemblies.
- School enrichment mornings for more able, eg Art morning

### **Links with other schools:**

- Enrichment and extension classes at secondary schools when available eg Birchwood maths.
- Regular enrichment days run by the local 'Stage' consortium.
- Local primary consortium events eg Y6 Carol Concert that offers opportunities for soloists.

### **The wider community:**

- Encouraging participation in local events eg Rotary music and art competition
- Entering local and National competitions e.g. the Hertfordshire Maths Challenge
- Encouraging the use of parental expertise
- Informing parents of appropriate events eg Bishop's Stortford Literature Festival

Opportunities are always planned within the financial restraints of the school budget.

## **Social and emotional considerations**

We recognise that the emotional needs of a most able pupil are as important as the educational needs. Pastoral care and support will be provided by the class teacher and other members of staff through the P.S.H.E scheme, circle time and spontaneously as a specific need arises.

## **Monitoring and Evaluating**

Class teachers are accountable for the attainment and progress of pupils in their class. They will regularly monitor the progress of their pupils and are responsible for ensuring that provision, support and challenge meet the needs of their most-able learners. They review the pupils who are on the register termly and make alterations as necessary. They liaise with parents as appropriate, on how they can support their child's learning.

Key Stage leaders and SLT will use pupil tracking data, to identify pupils who do not make expected progress and evaluate the success of strategies implemented to support pupils in their learning. Most-able pupils are discussed at pupil progress review meetings.

The Most-Able Subject Leader will maintain a whole school record for most-able learners and will monitor and evaluate overall provision within school.