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Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Most Able Pupils Policy

Together we believe, learn and achieve

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Most Able Pupils Policy

Aims

- To create an environment in which everyone is happy and feels able to work effectively so that children can reach their full potential in all areas of the curriculum.
- To create a climate in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted.
- To challenge our children to strive for the highest standards of personal, social and intellectual development and aim for excellence in all they do.
- To track the progress of our most able pupils, taking appropriate and effective action to promote the interests of these pupils.
- To support the effective transition of the most able pupils to the next stage of their education.

Introduction

This policy outlines the school's practice and procedures relating to the support of our most able pupils.

The policy outlines the way that Marlborough St Mary's Primary School:

- identifies what "most able" means
- Identifies the procedures used to support these pupils
- provides coherent support to staff so that they can meet the pupils' needs

A. Definition and Identification.

All children are special with unique gifts and strengths.

At Marlborough St Mary's Primary School the most able learners are defined as those children with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities). This includes those pupils who are capable of excelling academically in one or more subjects such as English or Maths, pupils who may excel in practical skills such as sport, artistic performance, or in a vocational area or skill. We recognise that a child may be very able in some areas, but may appear on other registers such as the Special Educational Needs register.

We have identified the following areas as being the main areas of ability.

- A. Intellectual (aspects of English, mathematics, science)
- B. Artistic and creative (aspects of art and design, music, drama)
- C. Practical (aspects of design and technology, mechanical ingenuity)
- D. Physical (PE, sports, dance)
- E. Social (personal and interpersonal, leadership qualities, working with adults)
- F. A pupil who could be recognised as more able but who is presently not reaching his or her full potential

(These categories are based on the Howard Gardner seven intelligences)

All staff will all be involved with the identification of able pupils.

The strategies used will include:

1. Identification by staff using professional judgements and/or assessments, collation of evidence and careful record keeping
2. Identification by a previous teacher, previous school, external agency or organisation
3. Discussion and information from parents/guardians e.g. relating to out of school achievements.
4. Discussions with pupils.

B. Strategies and Provision

The school curriculum is planned to encourage the maximum progress both academically and socially for all pupils including the most able pupils. The school recognises that at this stage of education, maturity plays an important part in achievement levels and a child may be regarded as more able for a short time for one or more areas.

Classroom support is provided to ensure that all pupils have appropriate opportunities to develop their own ideas and work whatever their ability, beliefs or background. Due regard is given to the equal opportunities policy to ensure that the most able pupils are provided with a full and balanced school and curriculum experience.

We recognise that it is important for our most able pupils to work at an appropriate pace and depth in a variety of situations. Some of our most able pupils grasp concepts quickly and are ready to move to the more demanding, personalised enrichment activities that provide new and different ways of working; at times they may also require more time than others to complete work to their own satisfaction.

We aim to make sure that the pupils make maximum progress through identifying them on the relevant planning sheets, and by ensuring that planning is differentiated to extend or broaden the learning. Good quality assessment for learning is critical to ensure effective provision for all children. Therefore, the coordinator will liaise closely with the deputy Head Teacher to monitor progress. Records follow the pupil to the next class, year or school.

All our most able pupils are taught alongside their peers in age appropriate classes. Mastery of mathematics is something that we want all pupils to acquire and allows the more able to work in greater depth. Classes from FS2 to Year 3, set for phonics allowing the learning to be extended further for more able pupils and to allow for the pace of the lesson to be pitched accordingly. We also acknowledge the benefit of children coaching and supporting their peers and opportunities are provided for this during whole class reading where more able children work in mixed ability pairs.

The school aims to work in partnership with parents to encourage them to be involved in the child's learning. Out of school, parents are invited to support their child by accessing extra-curricular activities as appropriate. All pupils, including the most able, are encouraged to use local

centres of interest such as museums, galleries, workshops, clubs, sports groups or scouts and guides etc.

Throughout the year, there will also be opportunities for children who have been identified as more able to attend enrichment courses run by Wiltshire County Council. These courses will be provided free of charge to children in receipt of Free School Meals. It will be the responsibility of the Parents and Guardians to book the course, and transport their child to the venue.

In addition to this, we have forged close connections with the other cluster schools in the area and the local secondary school. At different times of the year children that are more able compete in sporting events against other Primary Schools and also are invited to workshops delivered at St .John's Academy.

The school monitoring progress

Assessment of pupils is made through teacher assessment and data from SIMS. Other assessment material including outside agency involvement will be used by the school to inform attainment, and monitor and evaluate progress.

C. Staff development

The school makes full use of training, through courses and conferences, to further enhance the role of the co-ordinator for more able children

D. Leadership and management roles.

The Head teacher, has overall responsibility for the implementation of the Most Able Pupils Policy

The subject leader at Marlborough St. Mary's is responsible for the co- ordination of the School's policy and monitoring provision for most able pupils.