



# Hartford Primary School

# Most Able Policy

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# HARTFORD PRIMARY SCHOOL

## Most Able Policy

### General Aims

At Hartford Primary School, we are committed to providing a secure and stimulating environment for all our pupils. We value aspiration, recognise achievement and celebrate the success and effort of all our children. In addition to this, we thoroughly believe that all pupils should be entitled to opportunities, which enable them to maximise their potential, achieve success in their work and relationships, and encourage them to value their own and others' achievements. The curriculum and organisation of the school must allow each pupil to learn at a pace that is appropriate for them and consequently, this document aims to identify and ensure excellent provision for our most able pupils, across any subject area, within Hartford Primary School. Specifically, these most able pupils should be given the opportunity to study subjects to a greater breadth and depth using their curriculum knowledge to solve problems and investigate possibilities. This document outlines our practice for working with the most able pupils and illustrates our commitment to them. We believe that every teacher and subject leader has an equal responsibility for identifying and supporting these children.

### Definition

'Most Able' pupils are those who have exceptional abilities in one or more core subject(s) in the statutory school curriculum. They have the capacity for, or demonstrate, high levels of performance in an academic area.

### Identification of our Most Able pupils

We expect to identify between 5% and 10% of pupils as 'Most Able' at Hartford Primary School. The identification of most able pupils is a process in which the whole teaching and support staff participate in; as well as parents, carers and the children themselves. The process starts as soon as children enter Hartford Primary School and is reviewed constantly. Before identifying any child as most able in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fairer. A register of our most able children is kept by the most able lead and is reviewed constantly. Children may be identified as most able at different times of the academic year and so identification involves constant monitoring to ensure all most able children are acknowledged regardless of age, year group, background and time of year. If it is perceived by staff that inclusion is no longer beneficial, pupils may be moved off, either temporarily, or permanently.

Our most able children will be identified using a range of techniques:

- Analysis of information from early years' assessments by the class teachers, assessment/data lead and most able lead.
- Analysis of formative and summative assessments by the class teachers, assessment/data lead and most able lead.
- Standardised and scaled score tests.
- On-going tracking assessment – SPTO data, evidence of children's work.

- Teacher observations.
- Consultation with parents/carers.
- Information received from other settings (e.g. in year admissions).

Most able children may display some of the following characteristics which would be identified and evidenced by teaching staff:

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly
- Process unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in a wide range of contexts
- Be particularly creative
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught at greater depth
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### **Provision for our Most Able pupils**

At Hartford Primary School, the main focus is to ensure accurate provision for most able pupils in day-to-day teaching and learning that will enable our pupils to excel and succeed as a direct result. There are three basic ways of meeting the needs of gifted and talented pupils: *acceleration, enrichment and extension*.

- Acceleration consists of enabling pupils to access work which would typically be for older pupils. This can occur through moving pupils up a year group or through simply giving them work which would usually be given to older pupils. At Hartford Primary School we focus on enrichment and extension as the two main strategies for meeting the needs of most able pupils but we would also consider using acceleration in exceptional cases.
- Enrichment consists of broadening a pupil's education. This may consist of widening the subject area to the pupil to provide a broader and deeper understanding or seeking and arranging workshops and additional sessions developed specifically for most able pupils in their subject area/s of strength. These may be on site or at different settings (e.g. high school workshops or activity days run specifically for most able groups by nationwide organisations).
- Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills through a range of differentiated activities provided by teaching staff. These activities will encourage the pupil to develop an increased and broader understanding at greater depth, enabling them to apply their knowledge and understanding to a range of problems and activities.

## **Types of Provision**

### Class provision:

- Teachers have high expectations and actively nurture and challenge most able pupils.
- Children have individual targets set termly.
- Teaching is personalised, challenging and of a good pace.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills, problem solving and opportunities to show reasoning skills.
- A variety of grouping is used effectively e.g. setting, mixed ability etc.
- Access to higher level tests for assessment.

### School based provision, varying according to subject area and covered using a variety of methods:

- Shared celebration of children's achievements.
- School clubs including sports, arts, music.
- Enrichment opportunities including specialist days.
- Intervention Groups.
- Opportunities to learn a variety of musical instruments.
- Opportunities for performance
- Partnership with cluster schools.
- Workshops with cluster schools.

### Out of school provision:

- To access summer schools/Saturday challenges where appropriate.
- To help children find support, training and clubs
- Opportunities to enter national schemes/competitions.
- Ensure close high school liaison.
- Offer opportunities to outreach programmes run by NWGTA (North West Gifted and Talented Association) etc.