



PRESTFELDE

Most Able Policy

Philosophy and Rationale

1. At Prestfelde School we believe in the importance of providing appropriate learning experiences for all children of all abilities.
2. This policy provides guidance as to how we will meet the needs of our 'Most Able' children by meeting the following objectives:
 - To identify the 'Most Able' children
 - To produce an accurate register of named children
 - To address the needs of the 'Most Able' through providing support and teaching which makes their learning challenging, engaging and enables them to exceed their full potential
 - To provide enrichment activities outside the classroom
 - To support self-reliance and independent learning
 - To raise aspirations for all 'Most Able' children
 - To liaise with parents of 'Most Able' children

Definitions of Most Able

There are many definitions of Gifted and Talented/Most Able. The Department for Education defines Gifted and Talented children as

“Those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).”

Gifted learners refers to children who succeed in “academic” subjects.

Talented learners refers to students who show ability in Music, Drama, Art, P.E., or other areas such as leadership.

These titles are expected to refer to the 'Most Able' 5-10% of the pupil population.

Within the school we realise that we have a significant number of children who are 'Most Able' in at least one area of the curriculum. It is therefore expected that these children will be given opportunities within the relevant subject area to be challenged.

We have therefore defined being 'Most Able' here at Prestfelde School as the top achieving children within Little Prestfelde and Middle School and also known as the 'scholars' within Year 8. These pupils will be tracked and expected to achieve the highest Attainment of DEEP / ultimately achieving Scholarship.

Identification of the 'Most Able' students are identified through various sources of information including:

- Initially through half termly tracking information on iTrack
- GL CAT scores
- GL Maths and English progress and Attainment scores
- MiDYIS data in Year 7
- Termly Progress Meetings

This information is collected by SENCO and maintained on the provision mapping data base.

Threshold for inclusion onto the 'Most Able' Register

The register is to be reviewed at the end of each year and only the highest achievers in each year will be included. After every data entry children falling below the top 5 in the year group will be mentored in order to help them maintain their progress each year and retain their place on the register.

Provision In-class Approaches Important strategies include:

- The management of pupil groupings (whether mixed-ability or ability sets)
- The provision of opportunities for the 'Most Able' pupils to work with others of the same ability
- The mentoring and additional provision for the 'Most Able' pupils
- The provision of enrichment/extension tasks which develop a culture and passion for learning
- Further appropriate differentiation, taking into account different learning styles
- The development of independent learning through problem solving to allow pupils to organise their own work, carry out tasks unaided, evaluate their work and encourage critical thinking
- The provision for the 'Most Able' pupils in lesson planning
- Encouraging pupils to strive to achieve scholarship level in all subjects

Out of Class Activities

The following activities are offered on a regular basis and, although they sometimes benefit all pupils, they are particularly apt for those who have potential in certain areas as they provide opportunities to practise and extend their skills further:

- Enrichment days/visits
- Residential experiences
- Extra-curricular clubs
- Musical and sporting activities
- National competitions
- Mentoring by specialist staff Senior School visits
- Relevant work experience
- Y8 Most Able / scholarship group

- However, every Department offers at least one additional experience for pupils solely on the register to encourage further development. These activities will be reviewed after they have taken place and modified for the following year if necessary.

Parents will also be given the opportunity to request any support for their child they feel is necessary

Parents

The parents of every pupil on the 'Most Able' Register will be informed of their child's inclusion and that:

- Provision for the 'Most Able' is high on the Academy's agenda
- Subject Departments will develop strategies to teach the Most Able
- Their son/daughter will be asked to participate in activities aimed at the 'Most Able'
- Parents will therefore be kept informed of the activities that are taking place in the school and be able to keep track of their child's participation.
- In some cases, it might be necessary to inform parents that their child is a potential gifted achiever or that he/she is being monitored to develop good study practices.

Roles and responsibilities



The Deputy Head Academic - SENCO has overall responsibility for:

- Ensuring that the policy is implemented
- Coordinating the monitoring of progress
- Ensuring that the professional development programme includes relevant aspects of provision for the 'Most Able' and delivering INSET where necessary
- Working with relevant parties to monitor and update the register by ensuring information on ISAMS and Provision mapping is accurate.
- Liaising with parents on 'Most Able' issues
- Supporting Departments in planning for their 'Most Able' learners
- Liaising with partnership schools to ensure successful transition
- Keeping the governing body informed on work within provision for the 'Most Able'
- Attending externally run courses to remain informed of the latest developments

It is the role of the Heads of Schools along with class teachers to:

- Review provision in the schemes for learning
- Use strategies to aid those pupils identified as 'Most Able'
- Research additional experiences that would benefit the pupils
- Monitor progress of the 'Most Able' through Progress Meetings and intervene where necessary

This policy is to be reviewed on an annual basis by the Deputy Head Academic in conjunction with the SENCO, Head and the named governor for Gifted and Talented.

APPROVED DATE	September, 2018		
REVIEW DATE	September, 2019		
SIGNED HEAD		PRINT NAME	Fiona Orchard
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Stuart Hay