

**THAKEHAM PRIMARY SCHOOL**

'Small School, Big Opportunities, Great Achievements'



# Most Able Pupil Policy

## Thakeham Primary School

**Date approved by the Standards, Teaching & Learning Committee:**  
**01.09.17**

**Review Date: June 2018**

**Signed**

**Headteacher:** *S. Norton*

**Chair of the Standards, Teaching & Learning Committee:**

*Ref Rini*

## **Vision & Rationale**

“High quality learning and teaching are at the heart of our school. We nurture and celebrate each child’s individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Through encouraging a strong sense of respect and responsibility, both within our local community and the wider world, we support our children to be co-operative, caring citizens for the future.”

### **Thakeham Primary School Vision**

We recognise that all pupils have their own unique abilities. We aim to personalise the provision of curricula and the school experience to all children. We set out to enrich and extend the experience of all pupils at all times.

Nevertheless, we recognise that some pupils fall within the definition of ‘Most Able Pupils’ (formerly Gifted and Talented). Positive intervention is necessary for such pupils to achieve their full potential, balanced with the needs of their personal and social development.

We aim to ensure that our Most Able Pupils (MAP) are both stretched and challenged by providing the best possible opportunities which will allow them to achieve at the highest level.

Our approach has its foundations in quality, daily, effective classroom provision, supported by enrichment opportunities beyond the classroom. We affirm that effective classroom provision for our Most Able Pupils and good teaching and learning stand side-by-side.

## **Definition**

A Most Able Pupil is one who has the ability to excel in one or more curriculum subjects, demonstrating a significantly higher level of ability than most pupils of equivalent age. Additionally, a Most Able Pupil may possess exceptional skills in one or more of the following areas; physical talent, artistic talent, leadership, high intelligence, creativity.

## **Identification**

The identification of Most Able Pupils is not an easy process as there is a wide range of talent and achievement in any class. Within our school, as in the locality group as a whole, identification needs to be inclusive and a range of methods should be used, including (but not exclusively):

- Teacher assessment/ staff nomination
- Data/ test results
- Parental information
- Information passed on at transition

The Most Able Pupil register is shared with all staff. Parents/carers are informed if their child is placed on the register and also any changes to this. Consideration of parent/carer referrals for the Most Able Pupil register will also be given in conjunction with teacher/InCo information.

## **Effective Provision in the Classroom**

Within the classroom, teachers will develop the following strategies to ensure pupils’ progress:

They will plan:

- Differentiated tasks, where appropriate, to include activities which will encourage the development of higher order thinking skills: analysis, hypothesis, synthesis, reflection and evaluation.
- A variety of tasks offering choice and negotiation so the learning is personalised and matches their interests and learning styles within topics.
- Opportunities for varied group work, where the Most Able Pupils can work with peers of similar ability, as leaders in groups with other students or with experts.
- Questioning techniques both orally (in class, group and paired discussion) and in writing tasks to encourage the higher order thinking skills, reflection and creativity; questioning techniques should be of an open nature.
- Stretch and challenge will be achieved through teachers providing both depth (allowing learning to take place beyond the confines of a specification/set curriculum) and breadth (allowing cross-curricular learning to take place).
- Assessment for Learning (AFL), inclusive of peer and self- assessment, where pupils are involved in the learning process, determining where they are at and how best to proceed to a higher level of understanding.
- Innovative use of computing and technology, to include interactive whiteboards and e-learning.
- Differentiated home learning challenges.

### **Effective Provision within the School**

Skills and talents of the staff are audited each year to provide a directory of opportunities from which MAP opportunities can be developed and provided for.

### **Enabling Curriculum Entitlement and Choice**

Our ultimate aim is to provide a curriculum with opportunities and guidance for pupils which enable them to work beyond their age or phase, and across subjects or topics according to their aptitudes and interest.

### **Assessment for Learning**

In the classroom, pupils are encouraged to reflect on their own/each other's progress against the Toolkit and Learning Objective. They respond to feedback both orally and in writing from the teacher, developing a strong learning partnership. We use both formative and summative data to set targets for each pupil.

### **Transfer and Transition**

STARS and Chanctonbury Primary Schools and our local secondary feeder school (Steyning Grammar School) work together as a locality group to share information and develop classroom practice.

### **Leadership**

The locality group is led by the Steyning Grammar School Gifted and Talented Co-ordinator. Our Most Able Pupil provision at Thakeham is led by the Inclusion Co-ordinator. Locality schools aim to share good practice and learning opportunities in the provision for MAP.

### **Resources**

All pupils in all schools within the locality group experience the use of a range of resources, inclusive of computing and technology, which aim to address the needs of all learning styles and abilities. Our Most Able cohort experiences some of the following:

- Enrichment courses
- Visiting experts
- Immersion days
- Master classes
- Gifted and talented days