

**THAKEHAM PRIMARY SCHOOL**

'Small School, Big Opportunities, Great Achievements'



# Most Able Pupil Policy

## Thakeham Primary School

Date approved by the Standards, Teaching & Learning Committee:  
29.09.2021

Review Date: June 2024

Signed

Headteacher: *S. Norton*

Chair of the Standards, Teaching & Learning Committee:

*J. Tuck*

## **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

At Thakeham Primary School, we value all pupils equally and endeavour to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment. Our school will have, at any time, more able pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. We are committed to the extension and enrichment of the curriculum, in order to ensure the holistic progression of the most able pupil.

Our School Development Plan ensures the needs of MAP at Thakeham are met through Quality First teaching and learning in the classroom, by pitching lessons appropriately with a focus on use of effective questioning and enrichment opportunities.

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. We aim to identify pupils with high potential, recognising that whilst some pupils are overt about their abilities, some may actively hide it and others may not readily be able to display their ability due to the need to develop higher order communication skills in English. 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:

- Opportunities to improve motivation and attainment of our most able pupils by ensuring that they benefit from a coherent, co-ordinated and distinctive teaching and learning programme, which will provide a consistent challenge and which will be responsive to their individual needs.
- Opportunities to encourage high learner self-esteem so that pupils can be confident and yet critical, and evaluate their own learning.
- 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).
- Opportunities to link with Steyning Grammar School and across our locality group.
- 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 challenge that continue to inspire, challenge and build upon learning within the classroom and within enrichment activities.

## **Effective Provision within the School**

Skills and talents of the staff are audited regularly 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.

The teachers, supported by the Curriculum Leaders will monitor progress and achievement, using both formative and summative data, to set individual targets for identified pupils in accordance to school's policy and practice.

### **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.

### **Enrichment**

Our Most Able cohort experiences some of the following:

- Enrichment courses
- Sporting and performing arts collaborations, tasters and tournaments
- Visiting experts
- Immersion days
- Master classes
- Gifted and talented days