

HARESTOCK PRIMARY SCHOOL

MOST ABLE CHILD POLICY

UPDATED: March 2016

Changes from previous version: Name Able child updated to Most able child; Aims reviewed in light of new curriculum; Identification updated; Effective learning / organisation undated in line with the new curriculum expectations

Date: Spring Term 2016

Review Date: Spring Term 2019

At Harestock Primary School we believe that every individual should have the opportunity to develop their talents to the full. To ensure this happens, we aim to consistently provide learning opportunities for our children that offer challenge, intellectual stimulation and an enriched curriculum. We believe that children who have particular abilities need support, guidance and encouragement to ensure continued motivation, enthusiasm and development.

DEFINITIONS

We have used the criteria for most able child to refer to any child within what is approximately the top 10% of the ability range.

Abilities we have recognise are:

- high intellectual ability;
- specific aptitude in one or more subjects;
- creativity;
- ability in creative, artistic and performing arts.

We identify children who are more able than their peers in any academic subject or talent.

AIMS

Our main aims are to:

- Identify the most able child as early as possible by using of a range of assessment techniques and ensure curriculum targets are met.
- Recognise each child as an individual and be concerned for the whole child: socially, creatively and intellectually and develop the specific skills and ability of the child.

- Offer an entitlement to an appropriate education involving activities that are richer, broader and deeper, going beyond the Year group expectation
- Inform the Governors about the School's provision for the most able child and the impact.
- Recognise that most able and talented children may have emotional and / or social problems, or may present themselves as underachievers or children with learning or behavioural problems.
- Ensure that the needs of the child are met mainly through high, quality first teaching largely within the classroom environment.
- Consult and liaise with other agencies when appropriate.
- Record and review progress, setting challenging targets in line with the school's reporting procedures.
- Liaise with local secondary school and primary schools to maximise the achievements of our most able children.

IDENTIFICATION

We use a range of strategies to identify the most able children. The identification process is on-going and is used to ensure appropriate and effective provision. Identification of the most able children enables teachers to assess needs, which in turn inform the planning of work to ensure necessary pace, rigour and challenge.

The methods used at Harestock include:

- observation and subsequent nomination by teachers
- professional judgements
- assessments
- testing - Foundation Stage Profile (EYFSP), SATs, QCA tests, SWST spelling test, Verbal reasoning tests, NFER reading tests, Headstart unit tests, Rising Stars unit tests, itrack termly tests
- checklists
- background knowledge of a child
- parental observations / information and discussion
- information from previous teachers / schools.

EFFECTIVE LEARNING / ORGANISATION

Opportunities for high quality learning and teaching for the most able pupil can take place through:

- an enriched and relevant curriculum;
- a stimulating environment;
- use of adults in group work;

- allowing children to take responsibility for their own work, and encouraging them to value their own and other's work.
- discussions between teachers and children communicating high expectations and standards;
- planned involvement of parents;
- working both co-operatively and independently;
- helping children to formulate questions;
- experiencing success in order to gain self-esteem and confidence;
- encouragement to take risks and experience set backs;
- use of Information Technology where appropriate;
- involving everyone concerned with teaching and learning issues related to the most able children;

Extension materials and differentiated work are built into planning.

Differentiation may be offered through the tasks set, as well as the outcomes.

Enrichment tasks which deepen the children's skills and understanding.

Evaluation is completed by those involved in the additional support at the completion of a block of support.

LEADERSHIP AND MANAGEMENT

A member of staff will act as coordinator for most able pupils at the school and will:

- maintain lists in consultation with other staff
- monitor the school's provision of enrichment opportunities for pupils identified as being most able
- monitor progress of pupils identified as being most able

Appendix 1