



Villa Real School

together we achieve

Most Able Pupil/Students Policy 2020

Responsibility: Louise Burns

Date: October 2020

Signed and Adopted by the Governing Body:

Chair of Governors

Date: 12.10.2020

To be reviewed: October 2021

Introduction

At Villa Real School those pupils/students who are identified as 'Most Able' are those who have achieved the highest levels in a particular subject.

Rationale

At Villa Real School we strive to build each pupil/student's self-esteem and to enable them to experience success through reaching their potential in all aspects of learning.

As a school we address this through our values and commitment to establishing an ethos that encourages and celebrates success for all people. We celebrate success and achievement for everyone.

We believe that 'Most Able' learners should also be given the opportunity to further explore thoughtful, probing questions and make connections between subjects and with the wider world, and be able to take risks in their own learning, and learn from failure.

Setting high expectations for all young people and staff

We use teaching and learning strategies which provide high levels of challenge alongside structured guidance. As a school we are committed to providing high quality staff training and to utilise this in our teaching and classroom management. We aim to make learning exciting and challenging, building on what our pupils/students already know. Pupils/students who are 'Most Able' are identified and supported across the whole curriculum. We promote Assessment for Learning and have clear systems to identify 'Most Able' pupils/students. It is the class teacher's responsibility to provide appropriate learning opportunities for 'Most Able' pupils/students, with support and mentoring / evaluation from the Deputy Headteacher.

Aims

The aim of this policy is to ensure a consistent approach to the identification of, and support of, 'Most Able' pupils/students at Villa Real School. This will be done through:

- an agreed definition of the term 'Most Able'
- an identification of these pupils/students as soon as possible
- using a range of criteria to help with identification
- meeting pupils/students' needs with a range of strategies for teaching and learning
- working in partnership with parents/carers and other agencies
- constantly evaluating the provision we make for 'Most Able' pupils/students across the School on an at least termly basis.

Identification by teaching staff - it is part of general classroom practice for teachers to assess the ability of all pupils/students through observation,

marking work and informal assessments. Through these ongoing mechanisms, teachers are readily able to identify pupils/students who are 'Most Able'. Summative and formative assessment and information from other agencies and parents will be considered.

Parents/Carers – parents/carers will sometimes be able to draw attention to specific skills and talents which their child does not demonstrate in the School situation. Villa Real has an open-door policy in which parental views are welcomed and valued. Parents' Evenings, parental involvement in school life, comments on annual Reports and at the Annual Review are all mechanisms by which parents/carers will be able to contribute to the 'Most Able' identification of a child. Upon entry to the school and as part of the EHCP review process, parents/carers are asked to identify their child's strengths.

Pupils/Students - the School involves pupils/students in assessing their own learning and setting their own targets, at their own level. For example, sharing 'next steps' in their Numeracy and Literacy lessons and evaluating their work independently, or with peers, gives pupils/students opportunities to comment on their strengths and areas of development and raises their own self-awareness whilst providing the teacher with useful information.

The Role of the Co-ordinator for 'Most Able' Pupils/Students

The co-ordinator's role includes the following responsibilities:

- to work in consultation with teaching staff to draw up/review a whole school policy for supporting 'Most Able' pupils/students
- to ensure that identification procedures are in place throughout the School
- to inform parents/carers of provision for their 'Most Able' child
- to ascertain the professional development needs of staff and feed this information into school development planning
- to keep up with national and local initiatives for supporting 'Most Able' pupils/students
- to promote extra-curricular activities and involvement in wider community projects in order to offer challenging learning situations to the more able
- to advise the Governing Body on the School's work in supporting 'Most Able' pupils/students
- to complete intervention/action plans for each 'Most Able or Talented' pupil/student
- to maintain progress of 'Most Able' and evaluate impact of challenging programmes

Role of the Governors

The role of the Governing Body is to:

- ensure this policy is robust
- enable equality of opportunity for 'Most Able' pupils/students
- ensure the fair distribution of resources
- make sure that all relevant policies refer to 'Most Able' pupils/students

Monitoring Provision

The Co-ordinator must take steps to monitor the provision and check that the provision is effective. The Governing Body also needs evaluative information to know that the School is supporting its 'Most Able' pupils/students.

Monitoring provision includes:

- collecting information about the number of pupils who are 'Most Able'
- collecting information about the range of their abilities and talents
- collecting information about the balance of genders and ages represented
- collecting information about the strategies used to challenge pupils/students and those with talents
- working with Subject Co-ordinators to ensure talents are celebrated e.g. PE, Art

Success Criteria

Evaluating the success of the policy includes:

- working with Subject Co-ordinators to evaluate the quality and range of activities planned for 'Most Able' pupils/students
- working with Subject Co-ordinators to evaluate the range and quality of work produced by 'Most Able' pupils/students
- working with Subject Co-ordinators to evaluate the organisational methods and teaching strategies used for 'Most Able' pupils/students
- working with staff to evaluate the impact of any training on the quality of teaching and learning and to plan future training
- working with the Governing Body to evaluate initiatives on 'Most Able' pupils/students included in the School Development Plan and to plan new initiatives
- evaluate progress and impact data for 'Most Able'