

St. James CE Primary School



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More & Most Able Policy

Flourish
Respect Courage
Friendship Develop
StrongGrowth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

St. James' CE Primary School is committed to the safeguarding of our pupils and staff.

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

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More and Most Able Policy St. James School

At St. James' C of E Primary School we believe that all children develop and thrive in a happy, secure, supportive and stimulating environment, where all the school community work in partnership. All children have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. In school we aim to provide a curriculum that is appropriate to the needs and abilities of all, and value and nurture their diverse talents. This includes those 5-10% of pupils of higher ability to whom we refer to as 'More' & 'Most' able. In order to fulfil our vision and for it to underpin everything we do as a school, we need to enable all children to **'grow and flourish'**.

This policy reflects the school's beliefs, practice and educational provision with regard to children who have been identified as 'More' & 'Most' able in comparison to their peer group.

This policy:

- a) provides a definition of 'More' & 'Most' able;
- b) describes the cycle of identification, planning, learning, monitoring, assessment and review for 'More' & 'Most' able;
- c) shows how 'More' & 'Most' able pupils and their parents or carers are involved throughout the cycle;
- d) describes how the additional and different learning needs of 'More' & 'Most' able pupils are provided for at St. James'.

Definition

DCSF (2008) defined this group of pupils as:

Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Most recently Ofsted has been using the term 'Most' able instead of 'gifted and talented'.

Approximately 2% percent of 'Most' able pupils may be defined as 'exceptionally able'. These are learners who demonstrate or have the potential to demonstrate extremely high levels of ability compared to their peers across the whole population.

National Expectations:

It is assumed that approximately 10% of pupils in each school will be classed as 'More' & 'Most' able, although each school is free to determine the size of this group. It is important that schools identify their 'More' & 'Most' able pupils and keep a register.

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Since relative ability changes over time, learners should move on and off the register when appropriate.

It is also expected that the school's 'More' & 'Most' able population will be broadly representative of the whole school population in terms of gender, ethnic and socio-economic background.

How More and Most Able Learners are identified at St. James'

The identification of 'More' & 'Most' able pupils is a process in which all teaching staff have a part, but it is overseen and co-ordinated by the Coordinator for 'More' & 'Most' able children. This is currently the Head of School.

Identification of 'More' & 'Most' able learners at St. James' is a continuous and flexible whole school process and is based on evidence from a range of sources, which include:

- Observation in lessons and other settings, such as clubs, performances etc.
- Nomination by teachers, pupils and parents/carers
- Assessment of pupils' work
- Discussion with children
- Checklists of indicators
- Data from formal and informal tests
- Rate of progress, mastery of concepts
- Information provided by parents/carers
- Information from outside agencies and community resources.

We are aware that some 'More' & 'Most' able children may be underachieving for a variety of reasons, e.g. because of a specific learning difficulty or physical disability or because English is not their first language, and we are vigilant for these pupils.

Where a pupil has been identified by teachers as 'More' & 'Most' able, the class teacher submits a referral form with evidence collected to the coordinator. They will decide if the pupil's name should be added to the 'More' & 'Most' able Register. Children who have been identified as academically most able are invited to reflect and review their learning, evaluating their progress. Parents/carers views and opinions are also sought during parent consultations and within this discussion parents will also be encouraged to extend their child's potential through developing outside interests e.g. visits to museums, galleries, theatre, exhibitions, events etc.

Class teachers compile and keep a record of discussions and other evidence or actions taken so this information can be tracked through the school. An accurate record of the school's identified pupils is kept and updated on the schools MIS drive and assessment systems.

Intent (what we aim to do for more and most able learners)

- Continued professional learning opportunities for staff so that they are able to make the best possible provision for more and most able learners and

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maintain a current understanding of what works for promoting progress of more and most able.

- Planning of personalised learning and specific strategies to develop mastery of an area, and addressing of the different and or additional learning needs of more and most able pupils in class.
- Provision for more and most able through adaptive teaching, breadth, mastery, challenge and enrichment activities both in and outside the classroom.
- Identification of more and most able pupils and provision for them within planning to ensure that every opportunity is taken to enhance their learning.
- Leadership of more and most able by a qualified teacher within the school, to oversee identification, planning and provision and ensure that outcomes are as positive as possible for more and most able pupils.
- Understanding that pupils who are more and most able can sometimes become used to doing things with ease, and therefore we also intend that they develop resilience, and the ability to persevere when something is more difficult.

Implementation (how do we make provision for more and most able learners)

Effective provision for more and most able learners is founded on the principles of high quality teaching and learning for all children, which include:

- creating a classroom culture of high expectations and aspirations;
- creating a climate where 'having a go' and learning through 'mistakes' is valued as much as being right; (promoting a growth mindset);
- showing children that their abilities and talents are valued;
- building on what the learners already know, setting clear learning intentions and sharing them with pupils;
- using a variety of teaching styles;
- matching tasks to learners' maturity and to the way they learn best;
- developing learners' understanding through enquiry, creative learning, questioning and problem-solving;
- helping learners to develop their thinking skills;
- helping learners to develop their skills in managing information and using technology;
- encouraging collaborative learning;
- developing learners' self-confidence and self-discipline;
- encouraging children to reflect on their own learning, developing their understanding of the learning process;
- making children partners in their learning and in assessment;
- making learning vivid, relevant, enjoyable and challenging.

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At St. James', we provide a broad and balanced curriculum with many opportunities for our more and most able children to excel academically, artistically and in sporting activities. Teachers' skills and subject knowledge enable work to be planned in depth, and show mastery. Enrichment activities, clubs, school visits, competitions, taking part in sports leagues, visitors to school, and parents, all contribute to an enriching curriculum.

Strategies based on adaptive teaching for more and most able learners include:

- providing a common task that invites different responses and outcomes;
- using a split start teaching approach, different starting points and opportunities to embed understanding, explain and justify responses & show mastery;
- separate tasks linked to a common theme.

Strategies for developing challenge for 'More' & 'Most' able pupils include moving from:

- concrete to abstract;
- simple to complex;
- basic to transformational;
- single to multi-faceted (making connections across subjects);
- structured to open-ended;
- little to greater independence;
- small to larger steps.

and creating opportunities to encourage a thirst for learning through:

- probing questions;
- teacher-pupil interaction;
- peer discussion;
- time for in depth discussion with adults or older pupils;
- discourse that allows them to learn how to express their views, pose questions and question the views of others;
- time for independent learning, enquiry and research.

We also believe that one of the most effective strategies for helping more and most able pupils to **flourish** is ensuring that they develop as rounded people, and so their progress in social and interpersonal skills are monitored as well as their progress within curriculum subjects.

Impact (what do we expect to see as a result of the provision made for more and most able learners)

- Progress for more and most able learners is routinely assessed using the same agreed methods as for all pupils, (see Assessment Policy)

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- The progress and attainment of more and most able pupils is reviewed by the Head of School (more and most able leader) and Class Teacher termly at pupil progress meetings
- We expect that all more and most able pupils make good or better progress from their starting points, and that they are continuously challenged in order to ensure this
- We expect that our more and most able pupils will develop their talents and skills to a high level which reflects their abilities
- We aim for all pupils, including those who are more and most able, to leave our school fully prepared for the next phase of their education, which includes the development of qualities such as resilience and the ability to persevere

This policy document is reviewed annually by the more and most able lead (Head of School).

Reviewed November 2024

Next due for review November 2025.