



**BRIZE NORTON PRIMARY  
SCHOOL**  
**Most-Able Learners Policy**



<b>Review Date Planned</b>	<b>Review Date</b>	<b>Date adopted by Governing Body</b>
	April 2020	8th April 2020
April 2023		

### **Introduction**

At Brize Norton Primary School we are concerned with developing the ‘whole pupil’. This covers the development of pupils physically, emotionally, spiritually, socially, creatively and intellectually. We are committed to achieving high quality learning and equality of opportunity and believe that all pupils should be encouraged to maximise their potential, in order to raise standards across the whole ability range. We aim to provide a supportive and caring environment, in which the talents of each pupil will be valued and nurtured. Through quality teaching, we aim to challenge and inspire pupils, extending and enriching their thinking, understanding, knowledge and skills.

### **Definitions**

We use the term “most-able” to mean those pupils who are capable of excelling academically in one or more subjects, such as English, Science or Maths. It also refers to those pupils who may excel in practical skills, such as sports, leadership, artistic performance.

In comparison with their peers, when engaged in their area of expertise, the most- able pupils will tend to:

- Show a passion for particular subjects and seek to pursue them
- Master the rules of a domain easily and transfer their insights to new problems
- Analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation)
- Make connections between past and present learning
- Work at a level beyond that expected for their years
- Show intellectual maturity and enjoy engaging in depth with subject material
- Actively and enthusiastically engage in debate and discussion on a particular subject
- Produce original and creative responses to common problems.

## **Aims**

Brize Norton Primary School aims to enable our most-able pupils to achieve their full potential by:

- providing a culture of high expectations
- planning and making provision for the needs of the individual pupil
- encouraging pupils to think for themselves, to ask questions and to contribute ideas
- offering a wide range of opportunities in the classroom and beyond
- careful monitoring of every pupil's progress

## **Identification**

We will aim to identify the most-able pupils, wherever possible using a combination of the following:

- analysis of summative test results and formative teacher assessments
- discussions with teachers and with parents
- information from specialist teachers, e.g. sports coaches, music teachers
- performance in sports, drama, music etc
- discussions with pupils during the year and continuous observations.

Identified pupils are added to the most-able pupil register, which is kept by the most-able subject leader (who is currently the headteacher). Parents will be informed, when appropriate, that their child is most-able in a particular subject and the appropriate targets will be explained.

## **Provision**

All teachers ensure that there are a variety of in class strategies to stretch and challenge the most-able pupils and that these pupils have suitably challenging targets. Strategies include:

- **A variety of groupings** used effectively e.g. ability grouping, mixed ability, learning partners etc.
- **Differentiation**, which can be achieved in the classroom by: outcome, resource, task, dialogue, support, layered questioning or pace and at home with differentiated homework, amongst others.
- **The development of independent learning** by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Tasks can be:

- **Mastery tasks** which allow pupils to apply the curriculum in more complex and in-depth, cross-objective methods. They demonstrate how skilfully a pupil can apply their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations, often using reasoning or problem solving.
- **Extension** work which occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.
- **Enrichment** tasks which consist of broadening a pupil's education. This can involve enabling a pupil to study aspects of the topic that there would not normally be time to study, or adding extra subjects to the curriculum.

### **Provision beyond the classroom**

#### **Within the school:**

- Opportunities for performance and sports participation, including plays, concerts and sports events (including selected teams for events in Key Stage 2). Plays and concerts include the opportunity for solo playing and singing.
- Shared celebrations of success both in and out of school in parent celebration assemblies

#### **The wider community:**

- Encouraging participation in local events
- Entering local and National competitions e.g. sports events, Blenheim public speaking, Carterton Maths challenge
- Informing parents of appropriate events

Opportunities are always planned within the financial restraints of the school budget.

### **Social and emotional considerations**

We recognise that the emotional needs of a most able pupil are as important as the educational needs. Pastoral care and support will be provided by the class teacher and other members of staff through the P.S.H.E scheme, assemblies and spontaneously as a specific need arises.

### **Monitoring and Evaluating**

Class teachers are accountable for the attainment and progress of pupils in their class.

They will regularly monitor the progress of their pupils and are responsible for ensuring that provision, support and challenge meet the needs of their most-able learners. They review the pupils who are on the register termly and make alterations as necessary. They liaise with parents as appropriate, on how they can support their child's learning.

Subject leaders and the headteacher will use pupil tracking data to identify pupils who do not make expected progress and evaluate the success of strategies implemented to support pupils in their learning. Most-able pupils are discussed at pupil progress review meetings.

The Most-Able Subject Leader will maintain a whole school record for most-able learners and will monitor and evaluate overall provision within school.