

Ocker Hill Academy



Ocker Hill Academy Most Able Students Policy

To be reviewed in line with Ocker Hill Academy Policy Guidelines

1. Introduction

- 1.1 In our Academy we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our Academy who have been identified as being the 'most able' according to national guidelines.
- 1.2 In these guidelines the term refers to a child who achieves at a level well in advance of their peers in a specific area of the curriculum. This may be an academic area such as number, reading, writing or computer programming. In addition, it may also be in the areas of sport or music.
- 1.3 We respect the right of all children in our Academy, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self fulfilment and eventual development into active and responsible adults.
- 1.4 The mission statement of our Academy talks of valuing the individuality of all our children. The aims of our Academy make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our most able children.

2. Aims and objectives

- 2.1 Through this policy we aim to:
 - Ensure that we recognise and support the needs of our children;
 - Enable children to develop to their full potential;
 - Offer children opportunities to generate their own learning;
 - Ensure that we challenge and extend the children through the work that we set them;
 - Encourage children to think and work independently.

3. Identification of most able children

- 3.1 We use a range of strategies to identify the most able children. The identification process is ongoing and begins when the child joins our Academy. Each child's pre-Academy record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- 3.2 Children who attained significantly above age expected scores in their Key Stage 1 tests are considered to be the 'most able' on entry if their early work suggests that they are capably working at these high levels.
- 3.3 As the children progress through the Academy, we assess them regularly to ensure that they are making the progress that we are expecting of them in their personal targets. We identify them as being the most able children when they achieve high levels of attainment in subjects or in particular skills or aspects of subjects. All most able children meet their teachers on a termly basis to discuss and set new targets.

- 3.4 The children undertake national tests in Year 6, plus optional summative tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress. Children are considered to be most able if they work at least at a secure level at both their year group expectations and the year above in Literacy and at a 'greater depth' level in Numeracy.
- 3.5 Children who are identified as being most able in sport must be competing at, at least county level or above. For football, children must be playing in the youth system of professional teams. For music, children must be playing at, at least grade 4 in their instrument to be considered most able.
- 3.6 Each teacher regularly reviews the children's progress and records this in the Academy Progress Tracking System. Teachers discuss the children's progress with parents at the termly consultation evenings, and report termly on each child's progress.

4 Teaching and Learning style

- 4.1 Teachers in our Academy plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:
- A common activity that allows the children to respond at their own level;
 - An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
 - An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
 - The opportunity for children to progress through their work at their own rate of learning,
 - Differentiated tasks for the most able children in planning.
- 4.2 Children meet a variety of organisational strategies as they move through the Academy. Each strategy supports all children in their learning, but gives due regard to the most able learner.
- 4.3 We offer a range of extra-curricular activities for our children. These activities offer most able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, art and science clubs.
- 4.4 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.
- 4.5 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

5 Management strategies

5.1 One teacher co-ordinates the provision and practice within the Academy for most able children. The co-ordinator's role includes:

- Ensuring that the most able register is up to date;
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by most able children across all curriculum areas'
- Regularly reviewing the teaching arrangements for most able children;
- Monitoring the progress of most able children through termly discussions with teachers
- Supporting staff in the identification of most able children;
- Providing advice and support to staff on teaching and learning strategies for most able children;
- Liaising with parents and governors on issues related to most able children;
- Conducting meetings with most able children to discuss progress and ascertain their views on the level of challenge that they receive;
- Organizing activities for the most able children to enrich their higher order thinking skills.

5.2 The co-ordinator for our policy on most able children monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

5.3 The co-ordinator collects samples of work from most able children, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of most able children.

