

Gillespie Primary School



**Meeting the Needs of the
Most Able Policy
January 2011**

Policy for Meeting the Needs of the Most Able

Aim

The aim of this policy is to ensure that all pupils at Gillespie are challenged and that the learning outcomes for all pupils are the best they can be. We strongly believe that by meeting the needs of the more able, the level of expectation for all pupils is increased and the whole class benefits.

Definition

At Gillespie we believe that the most able pupils are those pupils that show creativity and/ or aptitude in one or more aspects of their learning. Children can be identified from Foundation Stage up to year 6.

Identification

'Most able' pupils are identified by using various sources of information (both qualitative and quantitative), including Performance data e.g. National Curriculum tests, teacher nomination and parental information where appropriate. This is an ongoing process and begins when the child joins our school.

Children identified, are discussed at termly Pupil Review Meetings and are added to the register for 'more able pupils' where appropriate.

The register is reviewed and updated annually by the Coordinator in this area.

The purpose of the register is to ensure;

- Teachers plan with these children in mind so that all children are sufficiently challenged
- To give an overview of the range of high ability across the school to support strategic planning
- The cohort is represented in the school census and monitored to be broadly representative of the school population.

Children on the register are shared with staff and parents are informed if their child is on the register during consultations with class teachers.

As the progress of all pupils is reviewed regularly within the school, children can move both on and off the register. We recognise that intelligence is ongoing and ability can often be latent.

Provision

At Gillespie, quality first teaching is essential. Teachers plan carefully to meet the needs of all children. Opportunities are given for them to show what they know, understand and can do.

In line with our Teaching and Learning policy, teachers use a range of teaching strategies in the classroom that challenge and extend pupils and take into account the range of preferred learning styles.

Differentiation is essential and is planned for carefully. Differentiation can be by;

- **Task** - more able pupils being given a more challenging task
- **Outcome** - higher expectation of some pupils in terms of detail and sophistication as in open ended tasks
- **Resource** - Different types of materials are used, encouraging them to use more complex texts, higher year group test papers etc
- **Dialogue** - Higher order questioning and thinking can be employed
- **Support** - Additional support given to more able groups to extend and challenge
- **Pace** - Can be faster or slower depending on outcomes. Opportunities given for review / evaluation
- **Choice** - Children involved in making own choices and selecting from a range of tasks given, to ensure engagement and interest

Other provision beyond the classroom

Where opportunities arise, more able pupils are directed to activities beyond the classroom to both extend and enrich their learning experience. Information is passed on and shared with parents, e.g. Music specialist classes, Summer schools for 'Gifted and Talented' pupils, drama opportunities, borough competitions and projects and G & T maths club which often run outside of the school day.

More able pupils in year 4, 5 and 6 who show an aptitude for ICT and literacy, are involved in projects run at the Arsenal Study Centre where they are able to extend their ICT skills beyond the classroom.

We are continuously seeking to widen the opportunities available to all children.

Monitoring and Review

The coordinator will;

- Ensure that the register is reviewed and updated annually
- Oversee the support and provision for the more able pupils
- Ensure that this cohort is making progress through the termly Pupil Review Meetings
- Seek feedback from regular classroom observations of teaching and learning by the Headteacher and from the monitoring of pupils work by subject leaders
- Feedback to the Governing body on an annual basis

This policy will be reviewed every two years or earlier if necessary.

Katrina Moses
(Gifted and talented Coordinator)

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