



**ETON PARK JUNIOR;
A de Ferrers Trust Academy**

Policy and Provision for 'Most Able' Pupils

Agreed April 2018

To be reviewed at least every two years

Review date: April 2020

AGREED AT GOVERNOR MEETING

SIGNED..... DATE.....

CHAIR OF GOVERNORS

Rationale

National Curriculum 2014: 'Teachers set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standard' (Department for Education, 2013)

Ofsted Inspection Framework 2018: 'Inspectors will consider whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important.'

'Inspectors will consider whether teachers and other staff have consistently high expectations of what each pupil can achieve, including disadvantaged pupils and the most able.'

'Inspectors will pay particular attention to whether the most able pupils are making progress towards attaining the highest standards and achieving as well as they should across the curriculum. They will also consider whether the most able pupils are receiving the support they need to reach their full potential.'

Eton Park Junior: A de Ferrers Trust Academy: Our focus is on learning, not just within and across subject areas, but also the personal development of all learners who attend our academy. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential. There are no glass ceilings put on any of our learners; we wish to ignite a passion for learning and for life that will remain with them as they move on to their next phase of their learning journey.

At Eton Park we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with unique personalities, skills and abilities and understand the importance of providing opportunities to nurture them. In addition we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person. We provide teaching which makes learning challenging, engaging and investigative to achieve greater breadth and depth of understanding and enables children to reach their potential.

We also recognise that within our school there are a number of children whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision. It is accompanied by guidance for staff on strategies to meet the needs of the Most Able pupils.

Aims

- To use a broad range of qualitative and quantitative data to identify our most able pupils.
- To provide support and challenge in the classroom, within an ethos of high expectations.
- To provide most able pupils with suitable differentiated and challenging curriculum through quality first teaching.
- To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.
- To utilise monitoring and evaluation systems to track the progress of these pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.
- To celebrate high achievement.
- To recognise the range of talents pupils at the school have (i.e. sporting)

Definitions

The DfE and Ofsted define the 'Most Able' in terms of those who progress significantly exceeds age related expectations. 'Most Able' pupils are those who have the ability or abilities beyond the large majority of the children in the class or school and who consequently require more challenging learning and opportunities to apply their knowledge and skills across the curriculum.

At Eton Park we use the general term 'Most Able' to refer to pupils with the potential to achieve at greater depth within the end of year expectations in any subject or subjects.

Identification

First level identification will come from Quality First Teaching, teacher assessment and assessment tracking. The main identification triggers are:

- Analysis of information from formative and summative assessments by class teachers
- SPTO tracking including depth of learning
- Pupil progress meetings
- Standardised and scaled scored tests
- National Curriculum assessment
- Depth of learning in pupil outcomes
- Information from previous teacher, school or other professional
- Consultation with parents

National Curriculum and Most Able Provision

Before moving on to new learning, children should apply their learning in a range of contexts- deepening their understanding. The DfE has added weight and focus to a child's ability to apply their learning- this is called depth of learning or Mastery. This means how a child can apply much of the curriculum as a whole in more complex and in-depth, cross-objective, multi-modal methods. A child with a better depth of learning will score higher in the new end of key stage tests than a child with a lower depth of learning even if they know the same content. Depth of learning is how skilfully a child can apply their learning in increasingly more difficult situations.

The depth of learning (mastery) of each child (including the MAT) will be assessed REGULARLY and taken into account to gain a more accurate assessment of each child. In line with our assessment system Hillside will be using 4 depth of learning ratings with rating 1 (#1) being the shallowest and rating 4 (#4) being the deepest.

It is expected that MAT pupils will be judged with ratings of #3 and #4 which are above and well above the expected standard depth of application and understanding.

This depth of learning judgement is a long-term judgement and should be maintained and stay static for long periods. It should not fluctuate or change each term this is because the rating is judged across all areas of a subject and across many connected objectives across the year/ key stage.

In the new National Curriculum, it is expected that children (in general) are all taught the same objectives across the year. The most able children, who most often learn more quickly, cannot be challenged by teaching them the objectives from the next year group; instead, they are stretched by having to apply and link their learning in deeper ways - they are stretched by exploring their application of learning.

Provision

At Eton Park we follow the PRIDE values which promote an ethos of inclusiveness where any negative stereotyped generalisations are challenged, pupils take pride in their academic achievements and both achievement and effort are celebrated. All children are encouraged to work

in PARTNERSHIP, RESPECT each other, demonstrate INTEGRITY, be DETERMINED to succeed and strive to achieve EXCELLENCE.

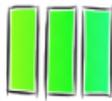
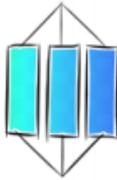
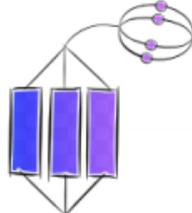
At Eton Park, every child has access to Quality First Teaching through which **differentiation** (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of **extension** (providing challenges which go more **deeply** into a topic) or **enrichment** (providing other activities which run alongside the normal curriculum and go more **broadly** into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep the most able children interested and provide them with **challenge**, such as higher order thinking skills, questioning, problem solving and independent learning. This is supported by individual **target setting** appropriate grouping arrangements.

Pupils are encouraged to become **independent learners** and given opportunities to **apply** their knowledge and understanding in more in-depth, complex and cross-curricular methods.

Whole School Strategies

Examples of whole school strategies include:

- Pupil target setting for Reading, Writing and Maths
- Differentiation and extension (identifying needs of pupils and adding breadth and depth to the curriculum)
- Differentiated questioning – open ended questioning to encourage children’s thinking and problem solving skills
- Professional development opportunities for staff
- Targeted lessons for ‘Most Able’ pupils in Year 6 from de Ferrers
- Encouragement and celebration of special abilities and individual achievements through whole school assemblies
- After school clubs offered to extend the curriculum further
- Links with Burton Albion to offer a range of sporting competitions and workshops
- Setting where appropriate (i.e. Y6 English and Maths)
- Careful tracking of pupils progress to assess children’s ability to apply the objectives they have learned in new and more complex ways (children can be assessed as to their ability to master the objectives using a scale from #1 to #4 (see table).

Depth and application of learning - Depth of Learning Rating			
Shallow learner	Expected depth	Deeper learner	Deepest learner
#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very good]
About 10% of children will be judged to be in this Rating	Most children will be judged to be in these two Ratings		About 10% of children will be judged to be in this Rating
This is below the expected standard depth of application and understanding. Does not apply their learning.	This is the expected standard depth of application and understanding. Average application of learning.	This is above the expected standard depth of application and understanding. Good application of learning.	This is well above the expected standard depth of application and understanding. Very good application of learning.
Recalls facts, remembers learnt information. Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context. Connects knowledge together to build up their learning.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Connects learning together from a variety of objectives and independently extends learning into other subjects. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Independently connects learning together from a very wide variety of objectives and subjects. Applies own knowledge into alternative and unique contexts.
Bloom's Taxonomy example rating 1. Knowledge: Define, Identify	Bloom's Taxonomy example rating 2. Comprehension: Explain, Summarize 3. Application: Demonstrate, Show	Bloom's Taxonomy example rating 4. Analysis: Infer, Separate 5. Synthesis: Combine, Compose, Create, Design	Bloom's Taxonomy example rating 6. Evaluation: Compare, Judge
SOLO's Taxonomy example rating 1. Pre-structural 2. Unistructural 	SOLO's Taxonomy example rating 3. Multistructural 	SOLO's Taxonomy example rating 4. Relational 	SOLO's Taxonomy example rating 6. Extended abstract 

Classroom Strategies

Through effective planning, assessment, record-keeping and liaison with children's previous teachers and parents/carers we aim to:

- plan problem solving and investigative approaches to develop reasoning, questioning and thinking skills
- identify appropriate objectives and provide challenges through high-quality tasks for enrichment and extension
- encourage all children to become independent learners and discerning questioners by:
 - carrying out independent tasks which stretch their capabilities
 - making choices about their work
 - developing the ability to evaluate their own work and so become self-critical
- analyse attainment data, including performance criteria in PE in order to identify those pupils who have the potential to reach high levels of performance
- establish what the children have done previously in order to prevent repetition

- Use Bloom's Taxonomy to support planning and questioning of greater depth activities and tasks
- set open ended homework tasks and activities in which children can apply their skills independently

Most Able Disadvantaged

We track the achievement of all disadvantaged pupils with a particular focus on the achievement of the most able disadvantaged pupils to ensure that opportunities are provided to ensure this group reach their full potential in line with that of all other most able pupils and receive a rich and varied curriculum.

Transition

The needs of most able pupils will be considered and met during transition within the academy (from infant to junior and then from junior to secondary). This will be supported by the links which are developed with the local infant and secondary schools. The majority of pupils transfer from Lansdowne and there are good communication links established and well as transition meetings at the end of the academic year. Staff from both schools are also involved in shared moderation activities. The majority of our Year 6 pupils will transfer to de Ferrers Academy and there are excellent links and communication with Trust members to ensure that the needs of the most able pupils are identified and met. Indeed, work with most able pupils begins before they leave Year 6 with de Ferrers teachers offering further opportunity for most able pupils to apply their knowledge at greater depth within a range of challenging tasks and activities.

Monitoring

The progress of the Most Able children will be monitored at half termly Pupil Progress Meetings and used to inform planning. Formative and Summative assessment and reporting takes place in accordance with current whole school procedures. Pupil Progress meetings take place on a half termly basis by the SLT. Year groups should maintain a portfolio of good practice and activities. This should include data on identified pupils and their progress.

Roles and Responsibilities

Class Teachers

Class teachers are ultimately responsible for the progress and attainment of all their pupils. Class Teachers will:

- take steps to identify the Most Able pupils using the methods identified in this policy
- assess the progress of the Most Able pupils through normal classroom and whole school assessment cycles
- plan and implement appropriate provision
- record strategies used in Pupil Progress Meetings documentation, medium and short term planning
- deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the Most Able
- review provision regularly

Subject Leaders

Subject leaders are responsible for monitoring the provision for the Most Able within their subject and will:

- ensure most able pupils are included within pupil voice and book scrutiny monitoring and comment on the provision for these pupils
- support teachers in planning for most able pupils for their subject, where required

SLT

The SENCO in conjunction with Vice Principal and Executive Principal will:

- ensure all staff involved with identified children know of their particular needs
- update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs
- monitor the progress made by the children
- ensure that provision for the Most Able is reflected in scrutiny and moderation activity, pupil conferencing, lesson observations, work sampling and Pupil Progress Meetings.

Governors

The Governing Body will have oversight of policy and provision for the Most Able and review this at least annually.

Parents

The school actively promotes a culture of a school-parent partnership in order to support the academic and personal growth and development of all pupils. Parents are warmly welcomed to speak to their child's Class Teacher, the SENCO or Principal through the school year to discuss any matters.

Planned Most Able Provision for 2018-2019

	Autumn	Spring	Summer
Year 3 and Year 4			
Year 5 and Year 6			