



# ST. CUTHBERT MAYNE SCHOOL

*Growing together in Love and Learning as followers of Jesus*



## Provision for 'More and Most Able Children' Policy

### Our School Vision

At St Cuthbert Mayne School our Mission Statement is "Growing together in love and learning as followers of Jesus". We believe that "there are different kinds of gifts, but the same Spirit distributes them" (1 Corinthians 12: 4). We aim to:

- Place the child at the centre of the whole educational enterprise,
- Provide quality teaching in the expectation of quality learning,
- Implement a variety of teaching methods in the knowledge that children learn in many different ways,
- Develop children's confidence, independence, self-esteem, initiative and self-discipline,
- Achieve the highest possible standards of English and Mathematics for all our children, Enable individuals to meet challenges with confidence, in the knowledge that mistakes will be supported as part of the learning process.

We believe in treating all pupils as individuals and so catering for their individual needs. When judging the quality of the education provided by at St Cuthbert Mayne, Ofsted (2019) reported the "the most able pupils are taught in line with their high abilities" and that "teachers provide the most able with greater challenge and their progress is improving." In 2017, the school achieved the NACE (National Association for More Able Children in Education) Challenge Award. We are an accredited school (2017-2021).

At St Cuthbert Mayne School, we strive to ensure that whatever we plan for the most able pupils is 'integral' rather than 'a bolt-on' (Sutton Trust, *Educating the Highly Able*, July 2012), in order to most effectively meet the needs of our pupils.

### Identification

At St Cuthbert Mayne, we recognise that the abilities that more and most-able pupils possess will vary, and it is therefore important for us to have a wide view of intelligence. This ensures that we recognise all types of high ability. We are aware that if identification was purely based upon test scores, we would be excluding creative thinkers and those more and most-able pupils whose area of intelligence is not measurable through formal school assessments. It is important for us that we identify these children so that we can provide work and stimuli most effective for them. We therefore use a combination of the following sources of information in order to identify our more and most-able pupils:

- Teacher identification through observations and in class assessments
- The use of tests to measure against National Standards

- Parent feedback - pupils may develop skills and hobbies that school are not aware of but may be an indicator of an area in which the pupil is gifted and talented
- Pupil feedback - pupils contribution about their own strengths and weaknesses can be effective in providing insight into the identification process
- Background knowledge from past teachers

As a number of sources of information are drawn upon over a period of time, the identification of more and most-able pupils in our school is a continuous process.

### **Provision**

We aim to provide each pupil with activities that build and extend upon their existing abilities. To do this, we first identify what these abilities are (discussed above in the *identification* section). Provision for more and most-able pupils is then provided to build on thinking skills, problem solving, questioning, use of resources, creativity and co-operative working. We encourage these pupils to take risks with their learning and explore different learning styles to ensure their provision is most effective.

If appropriate, the pupil may be given the following opportunities:

- Enrichment opportunities - enabling the pupil access to opportunities such as external educational courses/workshops, opportunities to train for leadership awards, competitions, etc.
- Mastery - To study in greater breadth (across) and depth (in more detail)
- Working with pupils of a similar ability, which sometimes may include working with older pupils
- Withdrawal for individual support when necessary.

### **In-class strategies**

- Teachers provide enrichment and extension opportunities for these pupils as part of their planned differentiation. This applies also to homework tasks
- All children, but in particular more and most-able children, are challenged through teacher's use of questioning, for example Hot Questions, Bloom's Taxonomy
- More and most-able pupils are challenged within subject areas, with subject leaders offering support and advice.

### **Out of class activities**

- The school offers a variety of clubs providing opportunities and experiences not available in the classroom. The school supports additional opportunities and experiences which are available outside of school for example music days. We acknowledge special events/competitions/exams which take place during school time and with prior knowledge can accommodate the pupil/s concerned. We acknowledge

and value the outside achievements of the pupil/s in our school. The school endeavours to make enquiries about local networks, summer schools etc. for more and most-able pupils.

### **Monitoring**

We recognise the need to monitor the progress of more and most-able pupils in order to ensure that the provision is effective.

Once a child is identified, they are identified on the class provision map and the relevant subject leader record of most-able pupils.

Each term during our Pupil Progress meetings, through discussion between class teachers and the Head/Deputy/SENDco, the identification is reviewed. Alternatively, pupils can be moved to the shadow register, where the progress and attainment of these children is monitored. These decisions are based on observations, work and assessment data.

### **Co-ordination**

Subject leaders keep a register of more able pupils in their subject area and are responsible for ensuring challenge for more and most-able children as they progress through the school in liaison with class teachers. Provision Maps record which children are MMA and track progress. Progress is monitored by the Head/Deputy in pupil progress meetings and data analysis.

**Policy written: January 2020**

**Review date: Spring 2023**