



Most-Able Pupil Policy
Chesterton Community Sports College
A Whole School Approach to Most-Able Pupils



Rationale

Chesterton Community Sports College is committed to improving standards by offering the best possible learning opportunities for all of its students.

It is our aim to meet the needs of both the most able as well as the least able. This policy is a way of addressing the most able of its pupils and should contribute to the extension of best practice and provision for this significant group of pupils.

Most-Able pupils are, 'the more able (pupils) in terms of those whose progress significantly exceeds age related expectations'. DfE and OfSTED

Aims

Chesterton Community Sports College welcomes the challenge of Most-Able pupils

We aim to work with Most-Able pupils:

- To celebrate the achievements and successes of all our pupils
- To demonstrate our commitment to equality of opportunity
- To realise potential and raise progress and achievement
- To benefit all our pupils by raising standards and performance at the highest levels using appropriately set targets
- To provide support and challenge within the classroom, within an ethos of high expectations
- To ensure that, where necessary, individuals receive academic or pastoral support to overcome identified barriers to learning
- To provide appropriate enrichment activities that develop their experience and build on existing knowledge
- To maintain an ethos where pupils want to achieve and be praised
- To encourage pupils to make independent choices and become more confident in leading others and taking responsibility

Definitions: Who are Most-Able pupils?

‘Most-Able’ pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Within this will be a smaller number of children who show exceptional abilities in one or more subjects in the statutory school curriculum. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership.

‘Able’ means academically able and includes those pupils with high ability or potential in one or more academic subjects and/or those pupils with outstanding abilities; practical, vocational and other disciplines.

Most-Able pupils can be

- high achievers in multiple areas
- high achievers in one area
- of high ability but with low motivation
- of good verbal ability but poor writing skills
- very able but with a short attention span
- keen to disguise their abilities
- keen to persevere and concentrate on independent work which captures his or her interest
- of high mathematical ability

Identification

CCSC needs to use a range of identification processes to take into account the full range of abilities and intelligences possessed by pupils across a broad basis.

- Physical talent
- Mechanical ingenuity
- Visual and performing abilities
- Outstanding leadership and social awareness
- Creativity

A ‘Most-Able’ register needs to be part of the whole school documentation. Identification of this group will take place using a combination of sources of information:

- Data gathered and stored on iSAMS
- Discussion between colleagues at department meetings
- Evidence from parents
- Specialist teacher identification
- Standardised assessment scores
- Self/peer group nomination
- Involvement and achievement in competitions and extra-curricular activities

Curriculum Planning

Chesterton Community Sports College will utilise various methods of grouping pupils across its curriculum within the constraints of the curriculum and timetable to provide the most suitable provision for the Most-Able pupils.

Flexibility is necessary to best deal with the needs of Most-Able pupils as pupils need to develop six key skills – communication, application of number, information technology, working with other, improving own learning and performance and problem solving\thinking skills, all of which are embedded in the National Curriculum programmes of study. The development of these skills is as important for the Most-Able pupils as for other pupils.

Curriculum Provision

Subject departments hold the principal responsibility for ensuring their Most-Able pupils make appropriate progress in their area of the curriculum. There should be explicit provision for these students.

- Schemes of Work should make clear how Most-Able students are to be extended in their learning
- Acceleration (early coverage of skills and examinations) and Enrichment (opportunities to develop, refine and extend skills and learning beyond the requisite core) should be balanced as approaches
- Teaching groups need to be reviewed on a regular basis to take into account performance and potential progress and attainment

Other provision needs to be made in the form of enrichment activities such as

- Enrichment days and residential visits
- School clubs
- Musical and sporting opportunities
- Collaboration with other agencies

Teaching Strategies

A range of strategies in teaching and learning should be employed in the classroom and through curriculum enrichment, for example:

- Clear identification of strengths and developments
- Challenging tasks and activities which expect pupils to do more, to study in greater depth and to take more responsibility for their own learning
- Explicit use of ways of thinking and learning skills during planning (higher order questioning skills)
- Differentiation by resource, support, task

- Learning styles, preference
- Skills of independent learning
- Learning how to collaborate with others
- Develop motivations and aspirations which enable pupils to take advantage of continuing opportunities for lifelong learning
- Recognise the enjoyment of learning
- Enter pupils for competitions and challenge

Approaches such as these will, of course, impact positively on the learning of all students.

This will be supported by:

- accurate identification of abilities and needs
- appropriate curriculum provision
- effective classroom teaching
- a classroom climate in which pupils are motivated to learn
- appropriate pastoral support
- access to relevant extra-curricular activities
- positive partnership and planning with the pupil and parents

Pastoral Care

High ability can lead to high expectations from staff and parents with respect to performance, which can impose on the school and social life of the Most-Able. The pastoral care of the able child is thus just as important as catering for their academic needs. Accelerated progress may result in study beyond that typical for chronological age, and is not always conducive to the child's learning.

One area to be addressed is underachievement. Careful scrutiny of previous performance is needed alongside indicative data, like SATs from Key Stage 2 entry, to enable identification of Chesterton's most able underachievers. After this, further analysis is required in trying to establish the reason for underachievement, which may be caused by a combination of factors from home, school and peers.

The Most-Able Pupil initiative should make a wider contribution to the whole school ethos by encouraging high achievement. Historically most able pupils show reluctance to celebrate their successes because little value is ascribed to such successes by their peers. This ethos is being challenged through award ceremonies, competitions, prizes and showcased work, etc.

Parents

Effective relationships with parents of Most-Able pupils are essential if provision is to be adequate. Parents will be informed about their child's inclusion on the Most-Able Pupil register by his/her involvement in related activities as well as notification through correspondence.

Other Phases

It is imperative that KS2 data from transitional data is used by subject departments to establish appropriate expectations for able new arrivals. At the other end of the age range, effective links with FE and HE will continue to be developed to ensure that pupils are equipped with the necessary skills to prepare them for life after school. Experience of FE study at least, and HE life where possible, should be actively sought for students, as many have no experience or links to HE.

Organisation

The Most-Able Pupils coordinator has a specific set of responsibilities to facilitate these processes, and is supported in this by the curriculum leader, teaching and learning leader and governing body.

The Most-Able Pupils coordinator should provide the following support to facilitate effective provision at Chesterton:

- Advise on revision to the school policy, especially with regard to changes in local and national conditions
- Liaise with subject departments on their own policies and provision
- Make suggestions as to the INSET needs of departments and individuals and help when appropriate
- Gather information relating to the identification of Most-Able pupils
- Establish the register of Most-Able pupils and regularly update it
- Communicate with parents of Most-Able pupils at appropriate times
- Demonstrate good practice in the teaching and learning of able pupils
- Organise enrichment activities where feasible and assist departments with their provision
- Liaise with relevant agencies and LEA coordinators
- Monitor and evaluate the work and suggest improvements

Most-Able Pupils

Alongside pupils being identified as 'Most-Able' through their Key Stage 2 transitional data where their average standardisation score equates to 110; pupils will be placed on the register at the nomination of teaching staff, non-teaching staff, parents or external partners within their area of specialism.

Specialisms can fall under the following categories:

Linguistic: a facility with language, patterning and systems

Logical-Mathematical: enjoys abstract and structured thinking, likes precision

Visual and Spatial: thinks in pictures and mental images, good with maps, charts and diagrams; both artistic and mathematical

Kinaesthetic: skilled at handicrafts, likes to act and touch, good control of objects, a physical intelligence of coordinator and timing as in sports

Musical: sensitive to mood emotional, enjoys rhythm, understands complex organisations of music

Natural Scientist: an awareness of the environment and conservation

Spiritual intelligence: awareness of personal experiences which are of enduring value with a non material dimension

Intra-personal: good self-knowledge and awareness, a strong sense of values and is highly self-motivated

Inter-personal: good social and communication skills, relates well, demonstrates leadership qualities, an ability to act as a mediator

Most-Able Pupil (MAP) Nomination Form

The Most-Able Pupils Register is a record of those pupils who have shown exceptional ability in a particular area. It enables teaching staff to cater for and monitor the progress of these pupils. We are always keen to consider nominations for inclusion on the register.

Parents, non-teaching staff, pupils and external partners may also use this slip to nominate children for inclusion on the MAP Register. Nominations will be considered by the MAP team to be included on the register.

Name of child being nominated:

Year/House/Form Teacher:

Reason for Nomination:

Pupil level at time of nomination:

Name of person making nomination:

This Section is to be completed by the MAP Co-ordinator

Literacy Language Reading Writing	Maths Science Logic	Visual Art Drawing	Musical Singing	Physical Sport Dance Practical	Social	Personal
YES						NO