

AFNorth International School - British Section

Most Able Policy

Rationale

We believe that all pupils are entitled to receive the support and challenge necessary to help them develop their full potential. The needs of our Most Able and Exceptionally Able children are supported and developed as part of our overall Teaching and Learning policy. We foster a culture of inclusivity and work to raise the performance of Most Able and Exceptionally Able pupils.

Our priorities

- To have in place robust systems for the identification of Most Able, Exceptionally Able' and potentially Most Able children across the school.
- To regularly monitor and review the progress and attainment of Most Able, Exceptionally Able' and potentially Most Able children across the school.
- To engage all stakeholders in the targeted provision for these groups.
 - To deliver effective provision for the Most Able, identified clearly on our planning through challenge, extension work and guided focus groups.
- To give children broad and regular opportunities outside of the classroom for a wider experience of learning.
- To identify and support the Most Able EAL children to show their full potential.

How we define Most and Exceptionally Able children

We define pupils in the class 'Most Able' when a child's progress and achievement exceeds that of most of the other children. These children have mastery of the age-related learning and can demonstrate a greater depth of understanding through the application of learning and the increasingly abstract nature of this learning.

We define 'Exceptionally Able' pupils as those whose capacity for depth of understanding is at the very highest levels in /or across subjects.

How we identify Most and Exceptionally Able children

Using previous performance and progress information, individual targets are set at the beginning of each year to be aspirational and encourage children's individual potential. This includes setting expectations of greater depth learning for previously Most Able and Exceptionally Able children as well as those with the potential to meet these expectations. These identified children are recorded to enable continuous review.

To support in the identification process, all staff share a growth mindset that seeks full potential in children and works with parents to highlight the strengths of each individual child. Some of these methods are:

- teacher assessment/observations.
- teacher identification (including from subject leaders and Specialist Teachers).
- assessment performance.
- information from parents.
- information from previous teacher/school or Specialist/Language Teacher.
- Wider aspects checklists to identify features of exceptionally able children.

Provision

Classroom

We acknowledge the importance of establishing the prior knowledge, understanding and skills pupils have to avoid unnecessary repetition of work, which can be demotivating. Most Able and Exceptionally Able pupils' teaching and learning should be deeper, broader and more cognitively challenging in its application. Through effective and explicit differentiated planning and assessment we aim to:

- establish a culture in which resilience and a mindset to question and critically think are actively promoted.

- provide problem solving and open-ended investigation activities to develop reasoning, questioning and thinking skills.
- identify appropriate objectives and success criteria with explicit greater depth and deeper learning / challenge activities for targeted teaching.
- create engaging and enriching provision within the environment to enable children to extend and expand upon the task.
- encourage all children to become independent learners and discerning questioners by:
 - organising their own work.
 - carrying out unaided tasks which stretch their capabilities through critical thinking and problem solving.
 - making choices about their work.
 - developing the ability to evaluate their own work.
- give children opportunities across the curriculum to make links and apply learning in varied, non-uniform or increasingly abstract contexts
- set differentiated homework which challenges and enables open ended tasks.
- sharing of best practice of ways to enable deeper learning to take place.

Wider enrichment opportunities

Enrichment opportunities out of class will include the following:

- the capability to pursue personal interests and lines of enquiry.
- enrichment days.
- school clubs and out of school activities (e.g. Hour of Code, Robotics).
- challenge activities within school (e.g. Independent research projects, STEM, playing an instrument, Musical, BoB).
- membership of Children's University or Student Council.
- master classes led by visitors and experts.
- competitions (e.g. Geography Bees, Spelling Bees).
- themed days (e.g. ABCD Days).
- opportunities for children to become 'experts' and teach others their skills.
- residential experience.

Roles and responsibilities

Senior Leadership will be responsible for:

- target setting.
- holding class teachers, subject leaders and the Most Able Lead to account for the progress of these groups through, for example, pupil progress meetings.
- reporting to SGC about the progress and attainment of these groups.

The Most Able Lead (P Brown) will be responsible for championing the needs of these children by:

- compiling and maintaining an up-to-date register of Most Able children.
- coordinating and monitoring the provision for children on the register.
- monitoring the overall number of Most Able and Exceptionally Able children and supporting subject leaders with identification.
- keeping up to date with and disseminating the latest guidance around Most and Exceptionally Able children.

The subject leaders will be responsible for:

- supporting the identification of Most Able and Exceptionally Able children.
- advising staff of suitable strategies for extending the Most Able in their subject.
- purchasing and disseminating appropriate resources.
- collecting examples of exceptional work.
- monitoring provision for the Most Able and Exceptionally Able in their subject.

The class teacher will be responsible for:

- working towards targets for the Most Able and Exceptionally Able in their class.
- ensuring appropriate provision through differentiated planning.
- monitoring the performance of the Most and Exceptionally Able children.
- working with parents in identification and provision for Most Able and Exceptionally Able children.

Measuring Impact

It is the responsibility of all stakeholders to ensure that we continually measure the effectiveness of the provision in place for Most Able pupils through:

- reviewing outcomes through assessments, (e.g. Target Tracker / Building Blocks).
- regularly review outcomes against personalised targets.
- pupil voice.
- teaching and learning reviews.

Working in partnership with parents

The school actively promotes a culture of a school-parent partnership in order to enable each child to reach their full potential. Parents are warmly welcomed to speak to their child's Class Teacher, the SENDCo or Headteacher through the school year to discuss any matter.

This policy should be read in conjunction with the:

- SEND School Offer
- SEND Policy
- Teaching and Learning Policy
- Assessment Policy and Procedures
- Marking and Feedback Policy and Procedures

Monitoring and review

The Assistant Head Teacher (Peter Brown) is responsible for the coordination and monitoring of the implementation of this policy.

Policy reviewed: February 2019

Next policy review: January 2021