



Hayfield Cross
Church of England School

MOST ABLE LEARNER AND TALENTED PUPIL POLICY

Date ratified by the Governing Board	March 2022
Review date (by)	March 2023

Remember that I commanded you to be strong and brave. So don't be afraid. The Lord your God will be with you everywhere you go' (Joshua 1:9)

As the harvest grows from the soil, Hayfield Cross came to life in 2015. From nothing, we have grown at the heart of our new community, persevering through challenge into a flourishing school. Guided by our Christian values the seeds of Joy, Integrity and Fellowship are planted as we instil this pioneering spirit in our children, challenging them through exciting learning to aspire to greatness in all that they do.

Statement of Intent:

Hayfield Cross Church of England School, we are committed to providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as most-able or talented.

National Guidance:

The DCSF (Department for Children, Schools and Families), the predecessor of the Department for Education (DFE) defines able learners as:

“Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).”

Able Learners – definitions:

Able Learners can be identified as working in one of the following groups:

- **'More-able pupils'** refers to children who achieve above average (compared with the attainment of other students in their year group at Hayfield Cross) in one or more of the National Curriculum subjects.
- **'Most able pupils'** refers to children who achieve significantly above age-related expectations in a national context in one or more of the National Curriculum subjects other than art, performing arts or physical education.
- **'Underachieving able pupils'** refers to those who have the potential to achieve above average (compared with the attainment of other students in their year group at Hayfield Cross) or achieve significantly above age related expectations in a national context in one or more of the National Curriculum subjects other than art, performing arts or physical education.

It is important to recognise that not all **most-able learners** are obvious achievers. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs and lack of challenge. At Hayfield Cross, we are committed to ensuring that the provision for all most-able learners is a priority.

Talented Pupils:

'Talented pupils' refers to those students who achieve, or have the ability to achieve, significantly above average in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas) compared with the attainment of other students in their year group at Hayfield Cross School.

Disadvantaged Most-Able Learners:

As with all pupils, the school is committed to ensuring that **most-able learners** are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged **most-able learners** are provided with opportunities to not only access and embrace the

curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours

Attainment and Application:

According to Renzulli (1986) giftedness not only involves above average ability but also involves task commitment and creativity. Task commitment and creativity have been included for the following reasons:

- To let students know that there is more to being on the **most-able learner** register than high achievement in test scores. Commitment and application of ability is also required.
- To help curriculum areas to identify those pupils who have the potential to be highly productive and not just the pupils who come in with high target grades.
- To raise awareness of the fact that provision for **most-able learners** also needs to encourage task commitment and creativity.

Pupils with high task commitment might show the following:

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others. Pupils with high creativity might show the following:
- Fluency, flexibility, and originality of thought.
- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful"; willing to take risks in thought and action, even to the point of being uninhibited.
- Sensitivity to detail and aesthetic characteristics of ideas and things.
- Willingness to act on and react to external stimulation and one's own ideas and feelings.

Identification:

We use a range of strategies to identify most able children. The identification process is ongoing, and begins when the child joins our school.

- In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be a **most-able learner**.
- Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.
- Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be most able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.
- The children undertake national tests in Year 2 and Year 6. Y2 data provides teachers with a benchmark to identify those who are most able and are working at a greater depth within the curriculum. Teachers also make regular assessments of each child's progress in all subjects of the new National Curriculum in accordance with the new assessment without

levels initiative. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress in addition to their personal predicted targets.

Provision for Most-able Learners:

Pupils meeting the above criteria are added to the **most-able learner** register incorporating more-able, gifted, underachieving able pupils as well as talented pupils.

- Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. We focus on supporting children to achieve mastery. Mastery is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods.
- Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers including the setting across core subjects and small group interventions.
- In every year group we set targets for English and mathematics, and teach the children in ability groups. These groupings are flexible and alter in response to tracking and monitoring of progress and need.
- We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.
- Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.
- The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.
- We promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.
- We plan enrichment weeks when the normal timetable is suspended and cross-curricular projects, which offer pupils more challenge and responsibility.

Monitoring and review:

Class teachers

- Class teachers keep regular records of the attainment and progress for all pupils in their classes or sets in Reading, Writing and Maths, and report each term on the progress and attainment of these pupils. Teachers discuss the children's progress with parents / carers at parents' evenings and report annually on each child's progress in July. All coordinators use their subject data analysis to form action points for the next academic year.
- Class teachers keep records of the attainment and progress of the most-able pupils in those areas in which they excel. This is used to inform future provision necessary to meet their needs.
- Class teachers review progress and set targets with pupils each term, or more often if required.

The Role of the Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the

needs of individual pupils will be met.

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Provision is in place for pupils with different abilities and needs, including most-able learners.

Most-able Learner Lead:

The role of **Most-able Learner Lead** is covered by the **Inclusion Manager** and **SENDCO**.

The name and contact details of the Most-Able Learner Lead:

Lorna Newcombe, Inclusion Manager

Rachael Stolz, SENDCO

Telephone: 01536 606093 Email: senco@hayfieldcross.org.uk

There is a nominated teacher who coordinates the provision and practice within the school for **Most-able Learners** including:

- maintaining the **Most-able Learner** register.
- tracking progress of **Most-able Learners**.
- The lead regularly monitors the provision for these pupils by reviewing the teaching arrangements in place and lesson planning. Work samples from the higher achievers will also be monitored and lesson observations across the curriculum will ensure the correct provision for **Most-able Learners** in our school.
- The lead supports staff in the identification process as well as provides advice and support on teaching and learning strategies.
- The lead liaises with parents and provides feedback to the governing body on an annual basis. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

The Role of the Governing Body:

The governing body has a responsibility to ensure this policy is effectively implemented, through the link governor and the management committee, by:

- ensuring that all pupils achieve their full potential and make good progress within a balanced and broad curriculum, and provide opportunities for every child to be successful in some way as well as attaining the best they can academically.
- continually seeking to improve the progress of more-able pupils, the governing body should focus on monitoring the quality of teaching.
- monitoring the progress of all learners including most-able learners using both external data and internal data tracking pupil progress.

The **Most-able Learner Link Governor** is **Mrs Lindsey Atkins**

- The identified governor with responsibility for Curriculum monitors the school provision for **most-able learners**. The governor will work with the school's **Most-able Learner Lead** in support of the school's efforts to help these pupils to reach their full potential.

Impact

Our **most-able learners** enjoy an enriched curriculum that challenges and extends their learning at every opportunity, whilst also giving them the freedom to learn in the style that best suits them. The children are encouraged to be independent learners and to take control of their own challenges.

They are always eager to achieve and exceed their current, individual targets and always ready to move on to the next target.

When our **most-able learners** leave Hayfield Cross school, they will be more than ready to progress to the next phase of their learning, confident that they have the skills and independence necessary to exceed expectations placed upon them throughout their lives.

Complaints

If there are any complaints relating to the provision for most-able and talented children these will be dealt with in the first instance by the class teacher and Most-Able Lead – Inclusion Manager / SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)