

**Most Able Policy**

**2023-2024**

# Nurturing and inspiring lifelong learners through compassion, friendship and community.

St Bega’s C of E Primary School is a very small village school nestled in the picturesque Eskdale Valley. In March 2020 we were rated ‘Good’ by Ofsted. St Bega’s is a nurturing environment, enriched with Christian values and a passion for the outdoors. Staff here are committed to safeguarding all children.

**St Bega’s Mission**

Our inspiration: John 10:10 “I have come that they may have life, and have it to the full”

At St Bega’s, our mission is to create a secure, enjoyable environment enriched by Christian values, where an inclusive community of children become successful learners, confident individuals and responsible, active citizens through a broad and creative curriculum.

**Our Vision for Educating for Wisdom, Knowledge and Skills**

Our Inspiration: Proverbs 8:11 “For wisdom is more precious than rubies, and nothing you desire can compare with her”

Our Intent: We use innovative and inspiring teaching methods so that children at St Bega’s experience joy, wonder, amazement, fascination and delight as they learn. We develop and celebrate the enquiring mind through a broad, balanced and challenging curriculum which is accessible to all. We value all children, and emphasise the progress of each individual child just as much as their achievements. We are a learning community, sharing with and learning from one another.

Our Desired Impact: At St Bega’s, we provide a broadly based curriculum, covering academic, artistic, technical, practical and physical subjects, designed to engage the children. All children at St Bega’s make good progress across the curriculum. Children at St Bega’s are confident learners.

**Our Vision for Educating for Hope and Aspiration**

Our Inspiration: Jeremiah 29:11 “For I know the plans I have for you, declares the Lord, plans to prosper you and not harm you, plans to give you hope and a future”

Our Intent: We want all children to know that they are valued at St Bega’s. St Bega’s will provide children and staff with a rich experience of Christianity, whatever their personal or family beliefs. Children will be encouraged to develop their dreams, and will build confidence that they have a positive future.

Our Desired Impact: Staff and governors at St Bega’s model positive relationships, supporting each other through difficult times. Children at St Bega’s learn in an environment where Christian values run through the entire curriculum, are explicitly discussed and are the bedrock of the school’s ethos.

**Our Vision for Educating for Community and Living Well Together**

Our Inspiration: Mark 12:31 “Love your neighbour as yourself”

Our Intent: St Bega’s is a friendly and hospitable school, where everyone is welcomed and valued. Children at St Bega’s learn that they are part of a global faith community, and to respect other views and beliefs. Children at St Bega’s learn to be good stewards of their natural environment.

Our Desired Impact: Children at St Bega’s learn the skills of building friendships, and of giving and receiving forgiveness when things go wrong. When difficulties occur at St Bega’s, staff and governors work out their differences with the best interests of the children in mind. Children at St Bega’s engage with their wider community and help to address its needs.

**Our Vision for Educating for Dignity and Respect**

Our Inspiration: Genesis 1:27 “So God created mankind in his own image, in the image of God he created them”

Our Intent: At St Bega’s, all children, staff and governors are individually valued as God’s children, whatever their background or personal needs. St Bega’s provides a safe and positive environment which affirms each child’s skills, gifts and qualities and which celebrates the uniqueness of each child. At St Bega’s , we aim to develop security, confidence and high self-esteem in all children and staff, by offering support, care and pastoral guidance wherever and for whomever it is needed.

Our Desired Impact: All children at St Bega’s develop both a strong sense of self-worth and the skills to show consideration for others. Staff at St Bega’s feel valued and able to contribute their skills and gifts to the development of the school. Everyone at St Bega’s has a safe environment in which to realise their dignity.

# Rationale for this policy

At St Bega’s C of E Primary 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 are identified as ‘Most Able’.

# Identification of most able children

At St Bega’s C of E Primary School, we define our most able learners as those who have abilities in one or more subjects in the statutory school curriculum. They have the capacity for, or demonstrate, high levels of performance in a subject area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

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

Staff in the EYFS complete 2-year-old checks, nursery and reception baseline assessments. These assessments give us valuable information about the children and their developing skills across prime and specific areas of learning. Therefore, we can identify children who are likely to be most able.

Across the school, discussions also take place with staff members, 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 and assessments to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.

The children undertake national SATs 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 National Curriculum in accordance with the 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.

# Characteristics of an able child

Most able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

• think quickly and accurately

• work systematically

• generate creative working solutions

• work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations

• communicate their thoughts and ideas well

• be determined, diligent and interested in uncovering patterns

• achieve, or show potential, in a wide range of contexts

• be particularly creative

• show great sensitivity or empathy

• demonstrate particular physical dexterity or skill

• make sound judgements

• be outstanding leaders or team members

• be fascinated by, or passionate about, a particular subject or aspect of the curriculum

• demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work

• be able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all most able children are obvious achievers. Many can actually under achieve- their potential can be masked by factors such as frustration, low self‐esteem, special educational needs and other barriers to learning. At St Bega’s, we are committed to ensuring that the provision for most able children is a priority and aim to address barriers to children’s learning through our Christian nurturing approach and excellent provision for SEND children.

# Disadvantaged most able children

St Bega’s is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding for disadvantaged children and the accountability this brings, the school will ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop the whole child. Experiences are included within our curriculum enrichment and 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 ALL children grow existing talents and help them identify new ones. These opportunities may be provided in school or during after school clubs.

# Provision

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 use a mastery curriculum. 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.

In every year group we set targets for English and mathematics, and teach the children in mixed ability groups. These groupings are dynamic and alter termly following tracking and monitoring of progress and need.

We aim to 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.

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.

# Monitoring and review

Class teachers keep regular records of the attainment and progress for all pupils in their classes or groups in all subjects and report each term on the progress and attainment of these pupils. Teachers discuss the children’s progress with parents at the termly consultation meetings and report annually on each child’s progress. 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.

Subject co-ordinators use their subject data analysis to form action plans throughout the next academic year and include provision for the most able.

# Most able leadership

Liz Stellmacher is the lead for the most able and she coordinates the provision and practice within the school for most able children and keeps an up to date register of most able children. The most able lead tracks progress of most able pupils.

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 are also be monitored and lesson observations across the curriculum will ensure the correct provision for the most able pupils in our school. Monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children’s work.

The lead supports staff in the identification process as well as providing advice and support on teaching and learning strategies. The lead provides feedback to the governing body on an annual basis.

The governor leading on the most able is ? They monitor the school provision for most able pupils. The governor will work with the school’s Most Able Lead in support of the school’s efforts to help these children reach their full potential.