

## **OUR APPROACH TO TEACHING CHILDREN WHO ARE IDENTIFIED AS BEING MOST ABLE**



Queensway Primary School prides itself in being inclusive and we endeavour to provide effective support for all children within our care. All pupils follow the National Curriculum at a level and a pace that is appropriate. Children stay within their chronological year groups. At times, children may need to be stretched and challenged and at Queensway we do this by deepening the learning of these children. This is done within the child's own year group objectives and not the year group above. Deepening the learning of a child can take many forms, such as: using open ended questions and tasks, presenting objectives in different ways by using variation and encouraging children to be creative and logical with the way they present their work.

Children at Queensway can be identified as Most Able for the core subjects: Reading, Writing and Maths. Children who are identified as achieving 'Greater Depth' at the end of Foundation Stage or Key Stage One will be put on the Most Able register. Teachers will have an updated register of these children at the start of every academic year provided by the Most Able co-ordinator. This will ensure that any in year transfers who are Most Able are identified.

Once a child is put on the Most Able register at the end of Foundation Stage they stay on the register for that subject until the end of Key Stage One. At the end of Key Stage One, new Most Able children will be identified by our assessment and they will then be put on the Most Able register, where they will stay until the end of Key Stage Two.

From year to year, a child may be recognised as being a "Higher Ability child". They may not be on the Most Able register, but they may have made accelerated progress and are working "above the expected standard". In this case, whilst the child is at Queensway, the provision and approach to this child's learning will be the same as the Most Able within that year group this will encourage progress.

It is a whole school responsibility to ensure that the children on the Most Able register reach their full potential. Each class teacher creates an Action Plan for the children in their class identified as Most Able and the Most Able Leader works alongside class teachers to plan and coordinate provision within their first quality teaching. There is also a link-Governor, whose role it is to facilitate and monitor the development of the Most Able children. Through staff working together as the team, and in partnership with pupils and their parents/carers, we strive to ensure that the following aims are met:

- Children who excel and show a deep understanding of a subject will continue to do so through their next Key Stage.
- Children will feel suitably challenged and will show resilience to challenges which will give them skills for later life.
- Children who are finding it difficult to meet the high expectations set for them will have the correct provision in place to ensure progress is made.
- We have confident yet humble Most Able children who understand that there will always be room for improvement and when to impart their knowledge to help others.
- A safe, secure, supportive environment fosters confidence, success and achievement. We value the many and varied talents of our children
- All children, even those who are not identified on the register, will have equal opportunities to take part in challenges and problem solving if it is appropriate to them and their learning.

The Most Able Leader's role in leading Most Able provision is to:

1. Monitor class Action Plans and weekly planning for Reading, Writing and Maths to ensure that teachers are planning appropriate stretch and challenge for pupils who are identified as Most Able.
2. Support staff to understand how they can help those children identified as Most Able to continue to achieve.

3. Monitor the progress of the Most Able children and analysis on data to the governing body and headteacher.
4. Contribute to the in-service training of staff, in-line with legislation, initiatives and research on Most Able, disseminating good practice across the school.