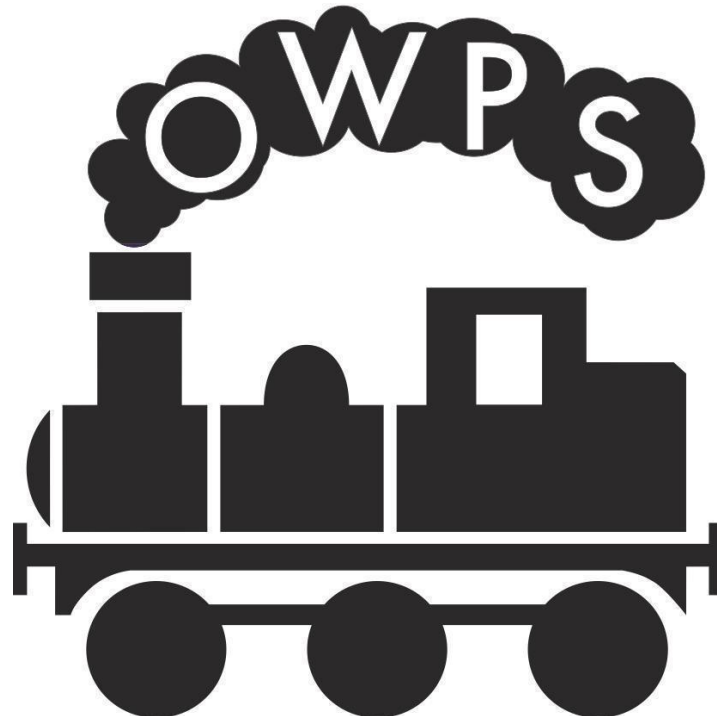


Orton Wistow Primary School



What does provision for the most able learners look like at OWPS?

This document will outline our approach to most able learners at OWPS and sets out how this is delivered to our pupils.

S. Granville
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1. Our vision (Intent)

At Orton Wistow Primary School we value the individuality of all our children. We are committed to giving all children every opportunity to achieve the highest of standards and we pride ourselves on offering a broad and balanced curriculum and having high expectations for all children. The achievements, attitudes and well-being of all our children matter, however this document is to define our intent and implementation of provision for our most- able learners.

The DFE describes this group as pupils who achieve (or have the ability to achieve) at a level significantly above age related expectations for their year group. The report 'Educating the Highly Able' produced by the Sutton Trust in July 2012 suggests the focus should also be on those capable of excellence in school. There has been a move away from the term 'Gifted and Talented', with the idea that this is a wider group, with 'room at the top' and that we need to raise aspirations for those with potential to become the highest attainers.

The 2014 National Curriculum states that teachers should have high expectations for every pupil, and that 'They should plan stretching work for pupils whose attainment is significantly above the expected standard.'

Within our own revised 'Curriculum 2.0,' we ensure progression in knowledge, building on learning from previous years, and recognise the challenge required by our most able learners to apply this in a range of contexts and to demonstrate mastery.

2. Identification of our Most Able Learners

At OWPS, we use a range of strategies to identify our most able learners, including:

- Formative assessment- day to day teacher observation and assessment
- Results of tests and assessments (e.g. Foundation Stage Profile, KS1 and KS2 SATs, PIXL assessments)
- Discussion with pupils
- Discussion with other staff
- Information from parents and carers
- Recognising other characteristics of learners, for example identifying those pupils who:
 - Are highly articulate and verbally fluent.
 - Quick and logical responding to problem-solving activities.
 - Retain and recall information easily- have a strong semantic memory.
 - Can apply knowledge across a range of areas of the curriculum, making links between different subject areas.
 - Shows unusual and original responses and can justify opinions.
 - Have a lively or creative imagination.
 - Excel in an outside interest/ skill.

The school identifies most able learners on Insight, as either A1 (Above), or A2 (Key Marginal Above). IN EYFS, they are identified as working at above the expected level of development.

When identifying children who are our most able learners, we will remember that these children may:

- Achieve highly in one area or achieve highly across the curriculum.
- Need to focus more on developing social as well as academic skills.
- Lack motivation and/ or attempt to disguise their abilities.
- Have been identified as SEND or have poor coordination or motor skills (e.g. handwriting)

- Speak English as an additional language.
- Be pupils in receipt of the Pupil Premium.
- Come from a variety of backgrounds.

3. Teaching Approach (Implementation)

The OWPS Curriculum 2.0 recognises the need for all children to develop a strong semantic knowledge, building on learning from previous years, and to be able to switch this knowledge between long term and working memory. Our curriculum considers the needs of the most able learners within the context of the whole school curriculum. We have focused clearly on the most important things that children need to learn and be able to do, in order to avoid overloading working memory and to secure long term knowledge and memory. Applying this secure knowledge and deeper understanding to a range of situations, activities and challenges demonstrates that our learners have achieved mastery and greater depth in this area. This is our aim for all learners, but especially so for our most able children.

Where the attainment of a child significantly exceeds the expected level of attainment in one or more subjects, or where they have been identified as having the potential to achieve GDS, a range of strategies may be employed, which include:

- 'Teaching to the top'- teachers have high expectations of all learners.
 - Frequent revisiting of prior learning, giving opportunities for repetition, revision and deeper understanding, requiring learners to bring information from long term to working memory.
 - Tightly focused lessons, with content matched to our carefully sequenced and progressive curriculum documents and knowledge organisers, with a focus on securing semantic rather than episodic memory.
 - Challenging questioning which involves analysis, synthesis and evaluation.
 - Providing tasks which require higher order and abstract thinking (e.g. handling ambiguity and paradox)
 - Opportunity for tasks which require problem solving, enquiry, critical thinking, research skills and where appropriate, independent study.
 - Setting tasks which require a mastery approach to learning.
 - Tasks and assessment which encourage metacognition and talking about the learning process.
 - Tasks and classroom management which encourage the use and development of independence and choice.
 - Provision of activities to develop personal, as well as academic skills.
 - Provision of leadership opportunities and, where possible, enrichment activities.
 - Development of advanced language skills, to include an expectation of accurate and precise use of vocabulary.
 - Provide opportunities for independent work and self-study
 - Encourage learners to transfer knowledge and skills across the curriculum.
 - Where possible, provide additional enrichment activities (for example most- able in PE meet with visiting athlete).
- In EYFS, children are challenged by removing scaffolds and prompts where appropriate.

4. Provision for children with SEND.

Provision for our Most Able children with SEND will be in accordance with the school SEND Policy and SEND Information Report.

5. Monitoring and assessment (Impact)

The performance of our most able learners is assessed regularly, through both summative and formative assessments, and also through identification of other characteristics of most able learners, as identified earlier in this document. The school has a designated lead for its' most able learners, who monitors standards achieved by these learners across the curriculum. Where children are identified as having the potential to exceed expected standards, they are identified as 'Key Marginal Above' on Insight and additional provision is put in place to move them to 'Above.' In EYFS, they are identified as having the potential to exceed the expected level of development. This might include targeted intervention in class, or targeted intervention in a therapy group for areas where the child needs additional support to exceed expected standard. When our most able learners transfer to secondary school, we identify them to the receiving school, outlining their areas of high attainment and any additional provision that is in place for them.

6. CPD and support for staff

OWPS has a designated lead for most able learners, who is available to support staff, and provide regular updates. CPD on the provision for most able learners is delivered through staff meetings, at least once per academic year, as well as more regular updates as needed. There are opportunities to share good practice with the other schools in the OWN Trust.