

**Policy for most able**  
**students:**

**James Bateman Junior  
High School**

**November 2014**



## **The School Atmosphere**

At James Bateman Junior High School we are very proud of our positive climate with regards to success. Our rewards system encourages all students to work hard and all areas of endeavour are equally valued and recognised. Students at JBJHS are encouraged to think for themselves and are involved in making decisions through the school council. The House and Prefect systems that are in place allow students to lead their peers by example.

## **Rationale**

All children have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. In school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children.

This policy, although specifically aimed at the most able, is intended to be inclusive in its nature, and is therefore aimed at raising achievement throughout the school, as well as meeting the needs of the most able.

Provision for the most able is the responsibility of all members of staff at our school. By raising the achievement of the most able, we aim to raise the achievement of all children within the school.

## **Definition**

### **What do we mean by Most able?**

Most able pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average of their year group. At James Bateman, we have identified as being the main areas of ability:

**Intellectual** (aspects of English, maths or science)

**Artistic and Creative** (art and music)

**Physical** (PE, Sports, Dance)

**Note:** A pupil who is presently not reaching his or her full potential can be recognised as very able

## Aims

This policy is intended to support the following aims:

- The raising of aspirations *for all students*
- High expectations of achievement *for all students*
- Greater enterprise, self-reliance and independence *for all students*
- Encouraging an ethos that ensures effective teaching and learning
- Appropriate assessment of pupil requirements

Effective practice for our most able learners is invariably good practice for all.

## Identification

At James Bateman Junior High School we use a range of strategies to identify the students who are our most able. These will vary depending on subject area, but will include elements of the following:

- Tests and examination results including SATs, and subject/module tests.
- Attainment in previous assessments (such as at Key Stage 1).
- Information from previous schools
- Teachers' perceptions and observations

In **English and maths**, identification will be very much based on assessments along with teacher discretion as to those pupils who have a natural ability in the subject area. In maths in particular, more able pupils may also explore a range of strategies to solve a problem, may be naturally curious when working with numbers, and often find solutions quickly with the ability to explain how and why they used a particular strategy.

In **science**, along with test results, teachers will look for an inquisitive and analytical mind, or a pupils with a 'flair' for experimenting and finding our new scientific information.

In **physical education**, more able pupils demonstrate high levels of physical ability, or have potential to do so. They show high levels of interest, determination and enthusiasm and often set their own high standards. Many compete at regional and/or national level.

In **music**, as well as showing a natural interest and ability in music, pupils often play one or more musical instruments and have lessons in or out of school.

Identification will be on going, never "once and for all." Concerted efforts will be made to search out and address the needs of under achievers with who have high ability.

### **Provision:**

We strive to ensure that opportunities for extension and enrichment and encouragement are built into our school environment.

#### **We aim to:**

- Create an ethos where brightness is valued and where gender stereotypes are dismantled e.g. boys are valued for being good at singing and art and girls are accepted for being good at sports and football.
- Encourage pupils to become independent learners.
- Be aware of effects of ethnicity, bilingualism, gender and social circumstance on learning and high achievement.

#### **Within the curriculum we use a variety of strategies including:**

- Using enjoyable methods and tasks to deliver the curriculum (e.g. innovative ways to deliver speaking and listening)
- Including enrichment days where possible (e.g. art days, sport events)
- Recognising achievement (Stars of the week, Special Mentions assemblies)
- In addition to adequate differentiation, building in extra extension activities, where appropriate, across the curriculum.
- Setting open tasks to give pupils ownership in a task or activity.
- Varying pupil groupings sometimes allowing most able pupils to work together, sometimes allowing them to take particular roles in mixed ability groups.
- Encouraging children to evaluate their own work and so become self-critical.
- Encouraging children to explain things to each other.

Pupils are also invited to take part in extra-curricular activities, performances and competitions.

### **Roles and Responsibilities**

At James Bateman, the co-ordinator will seek to:-

- Lead the development, implementation, monitoring and evaluation of the school's policy for most able pupils

- Ensure that identification procedures are in place and are understood by all staff
- Ensure that registers of our most able pupils in each subject are completed, maintained and available to relevant staff
- Co-ordinate provision for most able pupils within the school
- Identify and promote teaching and learning opportunities across the curriculum
- Research and identify appropriate resources for most able pupils
- Ensure that records are kept up to date
- Keep all interested parties, including parents, staff and the Governing body (through the link governor) informed of relevant activities and initiatives
- Monitor the progress of our most able pupils

### **Resources**

An annual review will be made of resources for our most able students including:

- Budget available
- Human resources
- Training for staff
- Useful websites

### **Review and Development**

The school's success in meeting the needs of most able students will be evaluated using the following:

- Records of individual student progress
- Students' comments
- Parents' comments
- Feedback from subject departments and class teachers
- Ofsted reports

Signature \_\_\_\_\_

Date \_\_\_\_\_