

Statement of Policy on Most Able Pupils

Vision Statement

At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10.

*Our vision stems from our Christian foundation and is firmly rooted in our values:
Love God, Love Others, Love Learning.*

At Crookham Infant School we aim to make sure that the most able children have learning experiences that meet their needs and are sufficiently challenging.

In order to achieve this we:

- Ensure effective leadership of our provision for all pupils including the most able children.
- Ensure practices for measuring and reviewing the performance of our most able pupils are effective.
- Plan a curriculum that considers the needs of all pupils, including the most able, from intent through implementation to impact.
- Give careful consideration to the development of personal skills through an understanding of the learning habits reflection, resourcefulness, reciprocity and resilience, so that our most able children are able to live 'life in all its fullness'.
- Give teachers and support staff the knowledge and understanding required to meet the needs of the most able pupils through leadership, guidance and continuing professional development.

These are key to our approach:

- We aim to achieve mastery for all pupils and to provide effective opportunities for pupils to deepen learning and achieve mastery at Greater Depth.
- We use the **Learning Pit** (James Nottingham) as our tool for providing a common visual and language in which to promote challenge. We have chosen this because we have found it to be highly accessible to all - pupils, parents, staff, other professionals.
- We believe all our pupils deserve high quality teaching so we are committed to adaptive teaching pedagogy to meet their needs.
- Our School Vision is for all pupils and so our practice is inclusive: we celebrate both diversity and togetherness in being individuals who belong to Team Crookham.

Definition of Most Able

At Crookham Infant School our most able pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Challenging Learning is learning where we are 'in the learning pit'.

Identification

The following are important in early and effective identification of our most able pupils:

- Robust transition from Pre-School or other setting
- Strong partnership with parents and other professionals
- Effective staff professional development to ensure consistent best practice and a school-wide approach
- Impactful use of achievement data, including tracking to measure and review the performance of individual pupils and groups
- Assessment moderation/standardization including use of national and local authority benchmarks
- Impactful monitoring of provision including Pupil Progress Meetings, learning walks, work sampling
- Pupil voice through pupil pursuit, work sampling and pupil conferencing

Provision for our Most Able pupils

The following are important aspects of our provision:

- A school-wide commitment to implementing our School Vision, led from the top but with leadership at all levels.
- A shared understanding of Challenging Learning - the Learning Pit.
- Planning an irresistible and inclusive curriculum that is adaptive to the needs of all pupils, including the most able.
- Regularly reviewing the learning environment to ensure it is appropriate to the needs of our pupils, that it inspires, motivates and is conducive to great learning.
- Planning a progressive learning journey which aims for mastery for all and provides rich opportunity for mastery at Greater Depth.
- Adaptive high-quality teaching - planned and responsive challenging learning opportunities.
- Development of learning habits reflection, resourcefulness, reciprocity, and resilience, for example critical thinking, questioning, resource selection, collaboration, progression in independence, problem solving.

