



**Villa Real School**  
*together we achieve*

# Most Able Pupil/Students Policy

Responsibility: Louise Burns      Date: February 2022

Signed and Adopted by the Governing Body:

Chair of Governors

Date: 07.02.22

To be reviewed: February 2023

## **Introduction**

At Villa Real School those pupils/students who are identified as 'Most Able' are those who have achieved the highest levels in a particular subject.

## **Rationale**

At Villa Real School we strive to build each pupil/student's self-esteem and to enable them to experience success through reaching their potential in all aspects of learning.

As a school we address this through our values and commitment to establishing an ethos that encourages and celebrates success for all people. We celebrate success and achievement for everyone.

We believe that 'Most Able' learners should also be given the opportunity to further explore thoughtful, probing questions and make connections between subjects and with the wider world, and be able to take risks in their own learning, and learn from failure.

## **Setting high expectations for all young people and staff**

We use teaching and learning strategies which provide high levels of challenge alongside structured guidance. As a school we are committed to providing high quality staff training and to utilise this in our teaching and classroom management. We aim to make learning exciting and challenging, building on what our pupils/students already know. Pupils/students who are 'Most Able' are identified and supported across the whole curriculum. We promote Assessment for Learning and have clear systems to identify 'Most Able' pupils/students. It is the class teacher's responsibility to provide appropriate learning opportunities for 'Most Able' pupils/students, with support and mentoring / evaluation from the Deputy Headteacher.

## **Aims**

The aim of this policy is to ensure a consistent approach to the identification of, and support of, 'Most Able' pupils/students at Villa Real School. This will be done through:

- an agreed definition of the term 'Most Able'
- an identification of these pupils/students as soon as possible
- using a range of criteria to help with identification
- meeting pupils/students' needs with a range of strategies for teaching and learning
- working in partnership with parents/carers and other agencies
- constantly evaluating the provision we make for 'Most Able' pupils/students across the School on an at least termly basis.

**Identification by teaching staff** - it is part of general classroom practice for teachers to assess the ability of all pupils/students through observation,

marking work and informal assessments. Through these ongoing mechanisms, teachers are readily able to identify pupils/students who are 'Most Able'. Summative and formative assessment and information from other agencies and parents will be considered.

**Parents/Carers** – parents/carers will sometimes be able to draw attention to specific skills and talents which their child does not demonstrate in the School situation. Villa Real has an open-door policy in which parental views are welcomed and valued. Parents' Evenings, parental involvement in school life, comments on annual Reports and at the Annual Review are all mechanisms by which parents/carers will be able to contribute to the 'Most Able' identification of a child. Upon entry to the school and as part of the EHCP review process, parents/carers are asked to identify their child's strengths.

**Pupils/Students** - the School involves pupils/students in assessing their own learning and setting their own targets, at their own level. For example, sharing 'next steps' in their Numeracy/Mathematics and Literacy/English lessons and evaluating their work independently, or with peers, gives pupils/students opportunities to comment on their strengths and areas of development and raises their own self-awareness whilst providing the teacher with useful information.

### **The Role of the Co-ordinator for 'Most Able' Pupils/Students**

The co-ordinator's role includes the following responsibilities:

- to work in consultation with teaching staff to draw up/review a whole school policy for supporting 'Most Able' pupils/students
- to ensure that identification procedures are in place throughout the School
- to inform parents/carers of provision for their 'Most Able' child
- to ascertain the professional development needs of staff and feed this information into school development planning
- to keep up with national and local initiatives for supporting 'Most Able' pupils/students
- to promote extra-curricular activities and involvement in wider community projects in order to offer challenging learning situations to the more able
- to advise the Governing Body on the School's work in supporting 'Most Able' pupils/students
- to maintain progress of 'Most Able' and evaluate impact of challenging programmes
- to access advice from external agencies and organisations to ensure and assure effective provision

## **Role of the Governors**

The role of the Governing Body is to:

- ensure this policy is robust
- enable equality of opportunity for 'Most Able' pupils/students
- ensure the fair distribution of resources
- make sure that all relevant policies refer to 'Most Able' pupils/students

## **Thinking Schools and Philosophy for Children**

The Most Able will be actively encouraged to develop their independent and creative thought processes.

## **Use of Flipped Learning.**

Flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted so that pupils/students are introduced to the learning material before class with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.

By providing students with the material to gain a basic level of knowledge and understanding before class classroom time can be used to deepen learning and develop higher-level cognitive skills. One of the core objectives of flipped learning is to move pupils/students away from passive learning and towards active learning where pupils/students engage in collaborative activity peer learning and problem-based learning. Within this context the role of the teacher shifts towards that of facilitator and coach by empowering students to take control of their own learning. The use of technology further enriches the flipped learning process and promotes skills that are essential for 21st-century learning.

### **1. The Standard Inverted Classroom**

Pupils/Students are assigned the "homework" during class time, pupils/students practice what they've learned through traditional schoolwork, with their teachers freed up for additional one-on-one time.

### **2. The Discussion-Oriented Flipped Classroom**

Teachers assign lecture videos, as well as any other video or reading related to the day's subject — think TED Talks, YouTube videos, and other resources. Class time is then devoted to discussion and exploration of the subject. This can be an especially useful approach in subjects where context is everything such as History, Art, or Literacy/English.

### **3. The Demonstration-Focused Flipped Classroom**

Especially for those subjects that require pupils/students to remember and repeat activities exactly — think Chemistry, Physics, and just about every Mathematics class — it is most helpful to have a video demonstration to be able to rewind and re-watch. In this model, the teacher uses screen

recording software to demonstrate the activity in a way that allows students to follow along at their own pace.

#### **4. The Faux-Flipped Classroom**

One great idea EducationDrive uncovered is perfect for younger pupils for whom actual homework might not yet be appropriate. This flipped classroom model instead has those pupils watch a video in class — giving them the opportunity to review materials at their own pace, with the teacher able to move from pupil/student to pupil/student to offer whatever individual support each young learner needs.

#### **5. The Group-Based Flipped Classroom**

This model adds a new element to help pupils/students learn — each other. The class starts the same way others do, with lecture videos and other resources shared before class. The shift happens when pupils/students come to class, teaming up to work together on that day's assignment. This format encourages pupils/students to learn from one another and helps pupils/students to not only learn the what the right answers are but also how to actually explain to a peer why those answers are right.

#### **6. The Virtual Flipped Classroom**

For older students and in some courses, the flipped classroom can eliminate the need for classroom time at all. Some college and university professors now share lecture videos for student viewing, assign and collect work via online learning management systems, and simply require students to attend office hours or other regularly scheduled time for brief one-on-one instruction based on that individual student's needs.

#### **7. Flipping The Teacher**

All the video created for a flipped classroom doesn't have to begin and end with the teacher. Pupils/Students too can make use of video to better demonstrate proficiency. Assign pupils/students to their record practice role-play activities to show competency, or ask each to film themselves presenting a new subject or skill as a means to “teach the teacher”.

### **Monitoring Provision**

The Co-ordinator must take steps to monitor the provision and check that the provision is effective. The Governing Body also needs evaluative information to know that the School is supporting its 'Most Able' pupils/students.

Monitoring provision includes:

- collecting information about the number of pupils who are 'Most Able'
- collecting information about the range of their abilities and talents
- collecting information about the balance of genders and ages represented
- collecting information about the strategies used to challenge pupils/students and those with talents
- working with Subject Co-ordinators to ensure talents are celebrated e.g. PE, Art

### **Success Criteria**

Evaluating the success of the policy includes:

- working with Subject Co-ordinators to evaluate the quality and range of activities planned for 'Most Able' pupils/students
- working with Subject Co-ordinators to evaluate the range and quality of work produced by 'Most Able' pupils/students
- working with Subject Co-ordinators to evaluate the organisational methods and teaching strategies used for 'Most Able' pupils/students
- working with staff to evaluate the impact of any training on the quality of teaching and learning and to plan future training
- working with the Governing Body to evaluate initiatives on 'Most Able' pupils/students included in the School Development Plan and to plan new initiatives
- evaluate progress and impact data for 'Most Able'