



The Leys' More-Able Policy 2017

Rationale

All pupils at The Leys Primary School are entitled to a structured, balanced and challenging curriculum that is suited to their needs and their aspirations. Providing enriching learning experiences for all our pupils is vital and this includes specific provision for the most able. We believe that the development of provision for gifted, talented and the most able pupils will improve provision for pupils of all abilities.

Aims

We aim to:

- Recognise and support the abilities, personal qualities and talents of all pupils;
- Promote a sense of enjoyment and excitement in learning and a culture of high expectation for all pupils;
- Ensure that all children receive an education appropriate to their abilities;
- Provide challenge for all, including the most able, employing a range of teaching methods which encourage pupils to take responsibility for their own learning;
- Develop a recognition and awareness of more able pupils and their individual strengths;
- Ensure that all teachers share responsibility for the monitoring of pupils, including the Higher Attainers;
- Recognise more able (including High Attainers) under-achievement and seek to remove any barriers to learning;
- Provide opportunities for all pupils to develop their strengths through high quality extra-curricular activities and curriculum enrichment, including specific provision for more able (including High Attainers);
- Consider the personal, social and emotional needs of all pupils, including those of our most able;
- Work in partnership with parents to maximise the opportunities for pupils' to reach their potential;
- Celebrate the achievements of all pupils;
- Use national standards to regularly review our provision for more able (including High Attainers) pupils.



Definitions

The following areas have been identified as being the main areas of ability. We also seek to identify pupils who are not fulfilling their potential. Pupils may also be recognised as 'Good all Rounders'.

- **Intellectual** - English, Mathematics, Science
- **Artistic and creative** - Art and Design, Music, Drama
- **Practical** - Art and Design, Mechanical Ingenuity
- **Physical** - Sport, P.E., Dance
- **Social** - Personal and Interpersonal, Leadership Qualities
- A pupil who could be recognised as more able but who is presently not reaching his or her full potential.

Identification Strategies

Identification strategies for More able Pupils are part of day-to-day classroom provision ensuring suitable and effective provision for all pupils to access the whole curriculum. There are many ways in which teachers can identify children's special abilities and talents, these include:

- Teacher observation and assessment (checklist of criteria - see Appendix A)
- Test and assessment results (e.g. Foundation Profile, KS1 and KS2 SATs, End of year)
- Tests and assessments, end of unit assessments)
- Discussion with pupils/ self and peer group identification
- Discussion with other staff
- Information received from previous class / school
- Information from parents and carers
- Information from the previous teachers
- Work scrutiny (across the curriculum)
- Performance in extra-curricular activities
- Performance outside of school e.g. involvement at a high level in a sports club

Identification is generally made by class teachers through discussion with their year team and the More Able leader and the register is reviewed at least twice times a year during Pupil Progress Meetings.



We need to remember that the More Able pupils children may:

- Be high achievers in one area but unexceptional (or below average) in others
- Exhibit poor social skills
- Show poor motivation
- Disguise their ability
- Have poor coordination or motor skills (e.g. handwriting)
- Have English as an additional language
- Have been identified as SEN

Pupil Progress Meetings

All More able pupils are discussed in reference to progress that is ARE, expected and beyond. More able (including Higher Attainers) underachievers are further discussed to provide provision and support. Targets are set by the class teacher, More Able Leader and Head Teacher.

Pupils entering the school during the academic year may be placed on the register mid-year if teacher assessment data and/or teacher observations support this.

Our identification procedure also includes pupils who have the potential to achieve, but who are currently not regularly demonstrating high achievement (i.e. underachievers). The identification process will take into account factors such as motivation, personality, first language and home background, which are significant in converting potential into performance.

Pupils may move on and off the register. We are aware that relative high ability against peers can be due to the age of the child (autumn birthday) or advantages in terms of early support from home, which may mean a pupil's relative ability becomes more level with their peers over time. Further details regarding identification are found in the Appendices.



Provision and Planning

We offer an enriched and differentiated curriculum for all children. This is achieved in the following ways:

- Regular use of enquiry based / problem solving activities that are as open ended as possible to allow for maximum differentiation by outcome and a variety of extension and enrichment activities.
- The use of The National Curriculum, including investigations which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate.
- Extra provision outside the classroom where possible, such as a variety of clubs and activities. Also, opportunities are provided for the children to take part in interschool competitions and musical events.
- Staff are encouraged to participate in courses and events run by Hertfordshire County and in school INSET is provided (where appropriate) to raise the profile and move the school forward in its provision for more able pupils.
- Classroom provision is monitored through planning, schemes of work, samples of work, SLT assessment reports and observations where appropriate.
- Guided Group Maths and English sessions as well as supporting learning also extend the more able pupils.

Provision

We provide three 'waves' of provision for pupils to ensure that they receive an education appropriate to their abilities (see Appendix B).

Wave 1 Provision: Quality First Teaching - whole class

As a school, we strive to ensure that pupils receive outstanding quality whole class teaching. Teaching and learning approaches which are particularly appropriate for challenging able pupils are used to benefit the whole class, whilst ensuring that the needs of the most able are met during whole class sessions. Hot challenges are used daily in all core lessons to ensure more able (included higher Attainers) are stretched and challenged in all daily lessons. HOT challenges are based on a mastery criteria to ensure pupils have had the opportunity to apply their skills.



Wave 2 Provision: Differentiated Group work

All pupils benefit from regularly planned differentiated group work as part of the curriculum. For our most able pupils, this will include guided tasks with the class teacher, independent group work at an appropriate level and appropriately challenging homework tasks. It may also include working with pupils of similar ability from across the year group in 'sets' for English and Mathematics in Year 6.. Additional group work outside of the regular curriculum may be provided on occasions where staffing and resources allow, for example, specific extra-curricular provision and additional enrichment events are held weekly by our specialist leaders to provide. Other opportunities such as trips, competitions and 'master classes' are organised with other local schools.

Wave 3 Provision: Individualised Provision

Individual provision may be used on occasions for the small number of pupils who demonstrate exceptional ability, or who require an individualised programme to support their needs. The needs of the majority of most able pupils are met through wave 1 and 2 provision. All three waves of provision will include both extension and enrichment work:

The Role of Staff

We believe that responsibility for gifted and talented pupils should be distributed throughout the school.

Class teachers are responsible for the day-to-day teaching and assessment of our most able pupils, for reporting to parents and for the on-going tracking of progress.

Year Group Leaders are responsible for ensuring that regular discussions take place regarding the planning and provision for most able pupils. Identification of pupils for the register will take place through year group discussion. Provision for most able pupils will form part of the Year Leader's ongoing monitoring of the year group, including moderation of work, work sampling, pupil interviews and lesson observations.

The Senior Leadership team (Headteacher, Team Leaders and Deputy Headteacher) will ensure that discussions regarding the progress of pupils on the register are held regularly as part of the whole school monitoring programme. Provision for most able pupils will be monitored through the school's



annual monitoring programme of lesson observations and work scrutiny. The SLT are responsible for ensuring that there are regular opportunities for staff training in teaching methods of benefit to the most able pupils.

Subject leaders are responsible for remaining up to date in their subject, and where appropriate, may offer advice regarding planning, provision and resources for pupils on the register in their subject area. Through work sampling, they will consider whether the needs of the most able pupils are being met in their subject areas and provide feedback to year groups.

The **More Able leader** will be a 'champion' for pupils who are More Able (including High Attainers), liaising with staff regarding their responsibilities as noted above, co-ordinating the regular review of provision and the register, and ensuring that any identified strengths and areas for development are reflected in the action plan for gifted, able and talented provision. The More Able leader will liaise with Classteachers and parents regarding any concerns with pupils on the register and support Year Leaders with the development of provision. The More Able leader will also report to the Curriculum and Standards Committee of the governors regarding the policy and provision for gifted, talented and able pupils.

The **Curriculum and Welfare Committees** (governors) are accountable for the overall policy and provision for gifted, talented and able pupils. Through their monitoring programme, including year group link visits, pupil interviews, data analysis and presentations from key staff, they will seek information to enable them to challenge and support the school in reviewing and developing provision for Gifted, Talented and Able pupils.

The Role of Pupils

At The Leys, all pupils are encouraged to be actively involved in the learning process. This is particularly important for our most able pupils in order for them to develop as independent learners. Involvement of pupils may include:

- Self-assessment - understanding their own next steps for learning
- Peer-assessment - helping others to improve their work
- Working with the teacher to set their own targets
- Evaluation of themselves as learners (e.g. by use of the TASC wheel)
- Opportunities for them to pose and answer their own questions, and to record work in their own way
- Selecting the appropriate level of work from several tasks
- A sample involved in pupil interviews to help evaluate provision



- ★ Accelerating Learning
- ★ Promoting Wellbeing
- ★ Raising Attainment
- Children taking on specific roles (e.g. envoys, coaches, experts)
- Using their strengths to contribute to the school community

Partnership with Parents

The school recognises the importance that parents have in their child's development. The school aims to work in close partnership with parents. This will include:

- Sharing information regarding the identification of pupils on the register of most able pupils, and those identified on the census of Gifted and Talented pupils.
- Informing parents about the provision for gifted, talented and able pupils.
- Informing parents about progress and next steps for learning.
- Providing advice to parents regarding the support of pupils outside of school.

The school also recognises the role that parents can play within the school, and welcomes input from parents to support both curricular and extra-curricular activities for the benefit of their own child, or a wider number of pupils.

Review

Agreed: January 2018

Agreed by: MA Leader

Review: Autumn 2020



Characteristics to Support the Identification of More able Pupils

Consideration of the following characteristics may help to gather qualitative information regarding pupils in order to decide who should be placed on the termly census. They may also be useful in identifying pupils with potential, but who are currently underachieving when data alone is considered.

More Able pupils may:

- Think quickly
- Reason well
- Understand complex instructions
- Grasp new concepts easily; remember and apply them
- Become absorbed in tasks
- Show invention and imagination
- Ask searching questions
- Make perceptive, original comments
- Demonstrate persistence and perfectionism
- Welcome opportunities for intellectual development
- Actively seek out new challenges
- Respond extremely positively to feedback
- Relate well to adults
- Become frustrated when they are unable to do something 'easily'

Pupils who are talented are likely to show some or all of the following characteristics.

English

Creative flair

- writing or talking in imaginative and coherent ways
- elaborating on and organising content to an extent that is exceptional for their age

Stamina and perseverance

- using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort



- involving and keeping the attention of an audience by changing the approach, role or style as occasions demand
- taking a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others
- writing with a flair for metaphorical or poetic expression
- grasping the essence of particular styles and adapting them to their own purposes
- expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences

Ability to take on demanding tasks

- researching, comparing and synthesising information from a range of different sources, including ICT
- engaging seriously and creatively with moral and social themes expressed in literature

Arguing and reasoning

- Show the capacity for organising responses, feelings, ideas and thoughts in language
- grasping the essence of any content and reorganising it in ways that are logical and offer new syntheses or insights
- justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of views

Awareness of language

- understanding the nature of language and showing a special awareness of features such a rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts
- showing an interest and enthusiasm for language study, including an awareness of the relationship between the sound and words of different languages that are not apparent to most of their peers.



Mathematics

More Able Pupils in Mathematics may:

- Demonstrate initial quickness with figures
- Avoid tedious calculations
- Show geometrical skills
- Verbalise mathematical experiences and discuss what would happen if conditions were varied
- Show ability to think logically
- Be skilful in making deductions
- Use precise mathematical communication - original remarks, unexpected questions, use of mathematical language
- Demonstrate the ability to relate one problem to another quite different one
- Exercise mathematical skills on a widening range of problems
- Check answers and often pose their own problem and extend tasks independently
- Show mathematical curiosity
- Readily use knowledge from previous experiences
- Be quick to take on board new knowledge, skills and processes
- Choose appropriate mathematics and materials for tasks
- Adopt a systematic approach to problems when appropriate
- Identify patterns
- Enjoy challenging work, particularly problem-solving, accepting that there is not always the 'right' answer

Science

More Able Pupils in Science may:

- See the relevance of what is learned to situations outside classroom
- Show curiosity in the world around them by asking questions, making observations and linking knowledge
- Realise a methodical approach in testing is necessary
- Show the ability to hypothesise
- Possess detailed knowledge of scientific concepts
- Perceive rapidly the direction of an investigation and anticipate realistic outcomes
- Link a range of data into coherent patterns
- Persistently pursue an investigation until all reasonable avenues have been explored



- Show high level questioning
- Apply knowledge from previous experience
- Challenge the ideas of others
- Draw observations together and reflect on their meaning
- Explain thinking which leads to a solution
- Make the idea that they are investigating 'their own'
- Predict using patterns in observations
- Plan and carry out a simple investigation within everyday experience with a vision as to what is to be found out
- Describe and communicate important points so that others can understand them

Information Technology

Pupils who talented in IT are likely to:

- **demonstrate IT capability significantly above that expected for their age**
 - for example, key stage 2 pupils may be comfortable meeting the demands of the key stage 3 curriculum
- **learn and apply new IT techniques quickly**
 - for example, pupils use shortcut keys for routine tasks effectively and appropriately;
 - they quickly apply techniques for integrating applications such as mail merge and databases
- **use initiative to exploit the potential of more advanced features of IT tools**
 - for example, pupils investigate the HTML source code of a website and apply features such as counters or frames to their own web designs
- **transfer and apply IT skills and techniques confidently in new contexts**
 - for example, having learned about spreadsheet modelling in a mathematical context, they recognise the potential of applying a similar model in a science investigation



- **explore independently beyond the given of an IT topic**
 - for example, they decide independently to validate information they have found from a website; having learned control procedures for a simple traffic light model, they extend their procedures to include control of a pedestrian crossing
- **initiate ideas and solve problems, use IT effectively and creatively, develop systems that meet personal needs and interests**
 - for example, they create an interactive fan club website that sends out a monthly newsletter to electronic subscribers, set up their own blogging platform (either working on their own, or collaboratively with peers)

Art and Design

Pupils who are talented in art and design are likely to:

- **Think and express themselves in creative, original ways -**
 - they want to follow a different plan to other pupils,
 - challenge the tasks given, or
 - extend the brief in seemingly unrelated or fantastic directions
- **have a strong desire to create in a visual form**
 - they are driven by ideas, imagination, flights of fancy
 - humanitarian concerns, humour or personal experience
 - they persevere until they have completed a task successfully with little or no intervention from the teacher
- **push the boundaries of normal processes**
 - they test ideas and solve problems relating to concepts and issues
 - they explore ways to depict ideas, emotions, feelings and meanings
 - they take risks without knowing what the outcome will be
 - they change ideas to take into account new influences or outcomes
- **show a passionate interest in the world of art and design**



- they are often interested in a specific culture (possibly relating to their own cultural background or sense of identity)
- particular art forms, contemporary culture or youth culture
- **use materials, tools and techniques skilfully and learn new approaches easily**
 - they are keen to extend their technical abilities and sometimes get frustrated when other skills do not develop at the same time
- **initiate ideas and define problems**
 - they explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning
- **critically evaluate visual work and other information**
 - they make unusual connections between their own and others' work
 - they apply ideas to their own work in innovative ways
- **exploit the characteristics of materials and processes**
 - they use materials and processes in creative, practical and inventive ways
 - they explore alternatives and respond to new possibilities and meanings
- **understand that ideas and meaning in their own and others' work can be interpreted in different ways**
 - they use their knowledge and understanding to extend their own thinking and realise their intentions
 - they communicate original ideas, insights and views

Design and Technology

Pupils who are talented in design and technology are likely to:

- demonstrate high levels of technological understanding and application
- display high-quality making and precise practical skills
- have flashes of inspiration and highly original or innovative ideas
- demonstrate different ways of working or different approaches to issues



- be sensitive to aesthetic, social and cultural issues when designing and evaluating
- be capable of rigorous analysis and interpretation of products
- work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants

Teachers may identify pupils who are gifted in design and technology by:

- performance at an unusually advanced curriculum level for their age group
- the outcomes of specific tasks
- evidence of particular aptitudes
- the way pupils respond to questions
- the questions that pupils ask themselves

History

Pupils who are talented in history are likely to show some or all of the following characteristics:

Literacy

They may:

- perform at levels of literacy that are advanced for their age
- show particular skill at inference and deduction when reading texts
- synthesise information to present a cogent summary
- use subject-specific vocabulary confidently
- follow and contribute effectively to a line or argument in discussion by making relevant contributions and substantiating points with evidence
- access complex source materials with growing independence

Historical knowledge

They may:

- have an extensive general knowledge, including significant amount of historical knowledge
- develop with ease a chronological framework within which to place existing and new knowledge



Historical understanding

They may:

- grasp quickly the role of criteria in formulating and articulating a historical explanation or argument
- understand and apply historical concepts to their study of history
- be able to draw generalisations and conclusions from a range of sources of evidence
- seek to identify patterns and processes in what they study, while being aware of the provisional nature of knowledge
- appreciate that answers arrived at depend largely on the questions asked
- recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding

Enquiry

They may:

- be able to establish and follow a line of enquiry, identifying and using relevant information
- be good at reasoning and problem solving
- think flexibly, creatively and imaginatively
- show discrimination when selecting facts and evaluating historical evidence
- manipulate historical evidence and information well
- appreciate the nature of historical enquiry
- question subject matter in a challenging way
- be intrigued by the similarities and differences between different people's experiences, times and places and other features of the past
- thrive on controversy, mystery and problems of evidence
- show resourcefulness and determination when pursuing a line of enquiry

Geography

Pupils who are talented in geography are likely to:



- Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions. They understand geographical ideas and theories, and apply them to real situations.
- Communicate effectively using both the written and spoken word. They communicate knowledge, ideas and understanding in ways that are appropriate to the task and audience (for example, writing formal letters and reports, producing brochures representing particular groups). They learn subject specific vocabulary, use it accurately and are able to define words.
- Reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences. They identify their own geographical questions and establish sequences of investigation. They understand, and are able to explain, complex processes and interrelationships (for example, within and between physical and human environments).
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information. They transform relief shown by contour lines into three-dimensional models in their minds. They are competent and confident in using the wide range of visual resources required in geography -- aerial photographs, satellite images, maps of different types and scales, GIS systems and so on.
- Be confident and contribute effectively when taking part in less formal teaching situations. They enjoy contributing to outdoor fieldwork;
- Have a more highly developed value system than most pupils of their age. They have well-considered opinions on issues such as the environment and the inequalities of life in different places;
- Have a wide-ranging general knowledge about the world. They have good knowledge of where places are in the world and of topical issues;
- Be creative and original in their thinking, frequently going beyond the obvious solution to a problem, for example, if faced with the problem of storm pipes being unable to cope with sudden storm surges in an area,



they might suggest taking measures like afforestation to reduce storm surges, rather than proposing technical improvements to the pipe system. If faced with the problem of congested roads, they might suggest taxing cars more heavily, improving public transport or changing land use patterns, rather than building bigger roads.

- At the primary level, pupils can only reveal their knowledge, understanding and skills if they are given the necessary experiences and opportunities.

Modern Foreign Languages

Pupils who are talented in modern foreign languages are likely to:

- **have a strong desire to put language together by themselves**
 - they apply principles for what they have learned to new situations, transforming phrases and using them in a different context, often with humour
- **show creativity and imagination when using language**
 - they often extend the boundaries of their knowledge and work beyond what they have learned, not simply to respond and imitate, but to initiate exchanges and to create new language
- **have a natural feel for languages**
 - they are willing to take risks and see what works, knowing instinctively what sounds right and what looks right
 - they are acutely and swiftly aware of the relationship between sound and spelling
- **pick up new languages and structures quickly**
 - they may have excellent aural and oral skills and may be able to cope with rapid streams of sound and identify key words at an early stage
 - they may also display outstanding powers of retention, both immediately and from one lesson to the next



- **make connections and classify words and structures to help them learn more efficiently**

- they are able to evaluate new language critically, recognising the grammatical function of words

- **seek solutions and ask further questions**

- they may test out their theories and seek to solve linguistic problems, sometimes challenging the tasks set and trying to understand their relevance to the language-learning process

- **have an insight into their own learning style and preference**

- they may say how they like to learn vocabulary or structures
- they are clear about the type of tasks they like doing
- they may show or display an ability to work independently, without supervision, and to make effective use of reference material

- **show an intense interest in the cultural features of the language being studied**

- they may use idiom in the language itself and explore the history and the traditions of the language;
- some pupils may wish to share their knowledge with their peers

Music

Pupils who are talented in music are likely to:

- be captivated by sound and engage fully with music
- select an instrument with care and then be unwilling to relinquish the instrument
- find it difficult not to respond physically to music
- memorise music quickly without any apparent effort
 - be able repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- sing and play music with a natural awareness of the musical phrase - the music makes sense



- demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
- show strong preferences, single-mindedness and a sustained inner drive to make music

Physical Education

Pupils who are talented in PE are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance.

Approach to work

They may:

- be confident in themselves and in familiar contexts
- take risks with ideas and approaches, and be able to think 'outside the box'
- show a high degree of motivation and commitment to practice and performance

Effective performance

They may:

- be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions
- be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance
- be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership
- be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them.

Body skilfulness and awareness

They may:

- have a high degree of control and coordination of their bodies
- show strong awareness of their body in space



- combine movements fluently, precisely and accurately in a range of contexts and activities.

Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as:

- evaluating and improving performance through leadership
- acquiring, developing and performing advanced skills and techniques
- conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas for their age
- particularly high levels of fitness for their age, in both specific and general areas
- specific strengths in general areas, such as games activities or dance activities

Some pupils perform at high levels in sport or dance in the community, for example basketball, high jump, jazz dance or sailing. In some cases, these pupils' performance may be too specific to be easily related to the national curriculum level descriptors for PE.

Teachers should be aware that age and physical maturation can lead to better performance at certain ages and stages, but they are not a characteristic of talent in PE and sport.

Religious Education

Pupils who are talented in RE are likely to:

- show high levels of insight into, and discernment beyond, the obvious and ordinary
- make sense of, and draw meaning from, religious symbols, metaphors, texts and practices
- be sensitive to, or aware of, the numinous or the mystery of life and have a feeling for how these are explored and expressed
- understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts.



In more general terms, they may also:



Accelerating Learning



Promoting Wellbeing



Raising Attainment

- have highly-developed skills of comprehension, analysis and research
- show quickness of understanding and depth of thought

NB. Not all of the above will be available to all relevant pupils in each group

Appendix B: PROVISION MAP for MOST ABLE PUPILS

Wave 1 : Quality first teaching <i>All pupils benefit from ...</i> ...	Wave 2 : Ability Grouping <i>Pupils within the ability group will benefit from</i>	Wave 3 : Individualised Provision <i>A small number of exceptionally able pupils may require ...</i>
<ul style="list-style-type: none"> <input type="checkbox"/> A variety of teaching approaches to direct pupils' learning including the use of learning pit, P4C & meta cognition. <input type="checkbox"/> Range of questioning styles, including open ended questions targeted at specific pupils <input type="checkbox"/> Opportunities for choice within a challenge-task, including the level of work or the method of recording where appropriate. <input type="checkbox"/> Flexible grouping arrangements in which the most able pupils are offered opportunities to be both a member & leader of a group <input type="checkbox"/> Opportunities to contribute to & lead parts of lessons e.g. flexible plenaries, demonstrating understanding & sharing success <input type="checkbox"/> Shared target-setting with a teacher <input type="checkbox"/> Self & peer evaluation <input type="checkbox"/> Enrichment opportunities within the curriculum e.g. trips, visitors, use of school grounds <input type="checkbox"/> Open-ended class / homework tasks <input type="checkbox"/> Opportunities to take on positions of responsibility e.g. monitor, school council member, Playground Buddy/ Mentor. 	<ul style="list-style-type: none"> <input type="checkbox"/> Focused guided sessions with the classteacher (reading, writing, maths) <input type="checkbox"/> Ability- Phonic sessions across the year 1 <input type="checkbox"/> Maths sets – ability grouped across the year group (Yr 6) <input type="checkbox"/> Differentiated homework <input type="checkbox"/> Advice for parents regarding how best to support most able pupils at home <input type="checkbox"/> Enrichment opportunities beyond the curriculum e.g. specific extra-curricular provision (More Able Events to other schools, trips and Weekly Enrichment Events) <input type="checkbox"/> Opportunities to take part in local / regional competitions 	<ul style="list-style-type: none"> <input type="checkbox"/> One to one coaching to extend learning in a specific area <input type="checkbox"/> Mentoring <input type="checkbox"/> Individualised projects <input type="checkbox"/> School planned & focused enrichment activities <input type="checkbox"/> Support from beyond the school e.g. secondary school, subject specialist <input type="checkbox"/> Grouping with pupils outside the year group for specific sessions <input type="checkbox"/> Opportunities to attend local / regional workshops & events with pupils of similar ability <input type="checkbox"/> Signposting for parents & pupils to access appropriate support from other organisations e.g. websites, organisations for gifted & talented pupils