Meeting the Needs of the Most Able

Guidance for Primary and Secondary Schools

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ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
B1. The **attainment** of most able pupils in recent tests and exams is at least in line with the performance of most able pupils nationally and/or is improving over time.		•	
B2. The **progress** of most able pupils in recent tests and exams is at least in line with the performance of other groups in school and with most able pupils nationally and/or is improving over time.		•	
B3. Where the group is sufficiently large, the performance of most able pupils is further analysed by characteristics such as gender, ethnicity, disadvantage and year group; there is little variation in the progress of most able pupils within these **different groups.**		•	
B4. The performance of most able pupils is consistent across different **subjects.**		•	
B5. **Whole-school targets** for the most able pupil group are in place, and these are sufficiently ambitious to maintain existing areas of strength and to bring about improvement where needed *(as identified in A1-4).*		•	
B6. The **curriculum** model and **learning opportunities** open to most able pupils effectively support them in achieving their targets.		•	

LANCASHIRE MOST ABLE SELF-REVIEW AUDIT FRAMEWORK 2017

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B. APPROPRIATE PUPIL PROGRESS - KEY SECTION: *if successful outcomes cannot be demonstrated then the effectiveness of all other aspects is in question* (See Guidelines page 45)

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
B7. Most able pupils have **individual targets** across all subjects and in all years which underpin the whole-school targets. These take into account pupils' prior attainment and seek to make progress at least in line with most able pupils nationally.		•	
B8. Potential **barriers to progress** for individual most able pupils are identified and effective steps taken to overcome them. This is particularly the case at key **transition** points (e.g. when moving between year groups, key stages or schools).		•	
B9. The progress of most able pupils individually and as a group is **regularly tracked** (across all years) against targets and support is directed to address any under-achievement.		•	

C. DIFFERENTIATED PROVISION *(See Guidelines page 76)*

ASPECT OF THE REVIEW	RAG	COMMENT/SUMMARY OF CURRENT PRACTICE, PROVISION OR PERFORMANCE	Source of Evidence
C1. Subject **schemes of work** indicate specific provision for most able pupils (e.g. higher-level content, greater depth, broader topic exploration, more advanced skills, specific teaching and learning strategies, assessment opportunities).		•	

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Part 1 Developing a Whole School Approach

Including the Most Able Pupils in the School's Self-Evaluation

Within the school's self-evaluation there needs to be explicit reference to the most able pupils. This group of pupils is a key aspect of school self-evaluation and their attainment and progress should be tracked, monitored and evaluated with equal rigour to other key groups in school.

As with all aspects of self-evaluation, close reference to the *School Inspection Handbook* September 2016 (Section 5) should be made and it is useful to use the Grade Descriptors for guidance.

The following is not a 'checklist' and should not be used as such. It is most useful and effective as a tool for discussion between senior leaders when reflecting upon practice for the purposes of self-evaluation.

Reviewing Outcomes for the Most Able.

Using the data from analysis like RAISE online, this section of a self-evaluation document provides numerous opportunities for the consideration of the most able pupils. As this section is firmly focussed upon Attainment and Progress, there is not a necessity to have specific suggested comments.

Reviewing Teaching, Learning and Assessment of the Most Able

In respect of most able pupils, no bullet points in *The School Inspection Handbook* make specific reference to this group, but the pre-amble does. Paragraph 152, for instance states, *"teachers and other staff have consistently high expectations of what each pupil can achieve, including most able'"* and (less directly) in paragraph 154, Inspectors are required to assess *"how information at transition points between schools is used effectively so that teachers plan to meet pupils' needs in all lessons from the outset".* When followed by comments on appropriate levels of challenge, it is clear that this is a key area in the section.

It is also worth considering that a starting point for inspection will always be the Outcomes achieved by groups and if data suggests that most able pupils may be underachieving, this will undoubtedly form an inspection trail.

Finally, and perhaps most significantly, paragraph 160 states, *"Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content".* It is imperative that this is understood and clearly does not mean pupils cannot access content from year groups above their chronological age.

Consequently, the types of prompts that may help schools in this section may include:

- In all classes, teachers have identified the most able and use assessment information to plan a curriculum that enables them to make strong progress.

- A curriculum based upon development of skills has been designed – pupils of all attainment levels are challenged across school and consequently make good/outstanding progress.

- Transition arrangements at all stages of school are… **(add your details)**. This ensures that all teacher have a good understanding of what pupils know and enables them to achieve well.

- Provision for more able pupils is well developed and, in **addition to high quality teaching**, the more able are challenged in the following ways: **(List of extra-curricular enrichment activities, such as Chess Club)**

Learning Walk: Provision for the Most Able

This is a useful activity for the Most Able Lead to undertake. Where possible, it is helpful to work on this with a member of the SLT.

Within Classrooms	Clear Evidence	Some Evidence	Little or No Evidence
Classrooms provide stimulating and thought provoking displays. Resources are well organised and available for pupils to use as required. Displays promote higher level work and celebrate achievement.			
The most able learners are highly motivated and keen to participate in lessons.			
The most able learners are confident and free from adverse peer pressure.			
The most able learners are encouraged to use and apply their knowledge and skills in real world contexts and scenarios.			
The most able learners are challenged to think, to reason and explain. They recognise the importance of working hard to use their ability to the full.			

Main Strengths	Areas for Development

Most Able Pupils - Action Plan Template

Most Able Pupils - Action Plan Template

Key Target 1	*This identifies the area / issue which you intend to address to improve provision and support for the Most Able*				
Key Target 2					
Key Target 3					

Objectives	Actions/Tasks	Time Scale	Lead Staff Responsible	Resources & Support	RAG
1. To … *This will be a specific area of focus/ aspect of development*	*This describes what you are intending to achieve. It will include the Overall Success Criteria below and targets from above.* a) *… step-by-step…* b) *… include monitoring & evaluation activity…*	*This can include start or end dates* *…*	*…in addition to the named SLT member in charge of the area*	*Be specific : "time" is meaningless, "3 half-days" can be costed and delivered…*	
2. To….	a)	*…. try to avoid "ongoing" …*		*…include school-to-school support*	
3. To ….	a)				

Overall Success Criteria	• *Use this section to describe what success will be like at the end of the plan, in broad terms* • *It is sensible to refer to the Ofsted judgment criteria to guide you (e.g. the specific criteria that describe 'outstanding')* • •

Leadership:	*The named Senior Leader responsible for overseeing this plan, who will usually report back on progress to governors & SLT*
Implementation Monitored by:	**The Lead for Most Able:** .... **Governor:** *a named link governor* e.g.: Progress will be monitored through reports to Senior Leader Meetings at least termly, through informal meetings with the identified link governor and through formal reports to Governors Include regular dates when progress towards the intended outcomes will be checked (RAG)
Evaluation	**The Lead for Most Able:** .... **Senior Leader:** e.g.: The outcomes will be reviewed and evaluated for impact in meeting the needs of the Most Able
Next Steps	**The Lead for Most Able:** .... **Senior Leader:** e.g.: Having evaluated the impact of these actions, what else needs to be done to further meet the needs of the Most Able

Primary Classroom Provision

Geography Subject Ideas

Characteristics	Learning Ideas
Interest and Curiosity	• provide opportunities for pupils to contribute to outdoor fieldwork by designing investigations or challenges e.g. trails, geocaching or orienteering. • pupils design surveys and questionnaires that address geographical questions or hypotheses. Collect and interpret the data. Present findings. • give opportunities for pupils to take their own photos / videos of features, locations etc and explain / justify why they chose a particular image. Use a range of skills e.g sketching, labelling, questioning, comparing, dating and evaluating images. Understand that a picture will not tell the whole story – what is missing? What might change in the future or has changed since it was taken? • include opportunities to find out about the world's seas and oceans – not just places on land • begin to understand the complex relationships between the land/sea and human actions – how we use / rely on the seas and our impact - positive as well as negative. • recognise stereotyping and understand that circumstances can be very different even for people who live in the same 'place' e.g. rich vs poor in a city. • recognise and describe geographical patterns – human features (what we add / take from the landscape) and physical features (and how they impact on the way we live). Encourage use of large and small scale.
Creative Thinking	• encourage pupils to find multiple and creative solutions to problems eg traffic congestion could be solved by taxing cars more heavily or improving public transport, rather than building bigger roads. • give opportunities for debate to present opposing argument e.g. in a topic on energy / environment, if the majority are against fracking in Lancashire, can they think why it might be a good idea? • see beyond geographical stereotypes. Explain why stereotypes often exist.
Understanding and utilising a wide range of resources	• opportunities to work with maps eg transform relief shown by contour lines into three-dimensional models in their minds. • introduce pupils to a wide range of visual resources required in geography -- aerial photographs, satellite images, maps of different types and scales, GIS systems and so on in exploring areas – what further information do they gain from different resources? • interpret data from a wide range of sources including live data from the web eg air or marine traffic, or the distribution of volcanoes and earthquakes • opportunities to use a wide range of tools within digital mapping resources and allow them to find out how to use unfamiliar tools within the software • use a wide range of maps including different scales encouraging them to reflect on the differences they notice • create plans and maps – some accurate, and some 'messy maps' to illustrate particular features or ideas.
Apply skills acquired in other subjects	• investigate why the rainforests are so wet, or why there are so many species on some islands (adaption and evolution ks2 science). Use science knowledge to explain geographical patterns eg distribution of earthquakes and why there are so few (of a life-threatening scale) in the UK? • transfer their knowledge of science/materials to an understanding of waste distribution around the world e.g. the marine debris that makes up the Pacific Trash Vortex. • use ICT eg databases and presentation software to help answer questions and present ideas/ answers. Apply internet research skills to geographical investigations. Understand that data/information on the web might not always be reliable, accurate or up to date (and why). Use ICT/software to communicate with other people from other a range of places – distant and not so distant. Create a geography blog.
Awareness of language	• use specialist vocabulary when labelling images, maps or aerial views and when presenting geographical information.
Problem Solving in Real contexts	• make comparisons and link global issues to more everyday sustainability issues eg local recycling of plastic bottles etc. after learning about rubbish in ocean gyres. • compare deforestation of the rainforests in other parts of the world with local removal of trees and woodlands in their own country.

Lesson Observation

Any school pro-forma could be used to include a consideration of the progress of the most able as one of the key groups within a lesson.

However where the provision for the most able is a whole school concern, then the following prompts may help schools focus specifically on the learning opportunities and support these pupils receive. The prompts may also be helpful in identifying areas for staff development and training.

Top Tips for Lesson Observation with a focus on the Most Able
1. Do the lesson **objectives** clearly include the expectation that the most able will work at a higher level than their peers? …does this reflect the pupils' ability/targets? …and do pupils themselves understand what successful outcomes look like?
2. Does the lesson include an introductory attempt to confirm pupils' **prior learning** before embarking on the main activity? … if so, did any pupils demonstrate that they already had a good understanding of the content of the lesson? …and, if so, what was done to ensure they moved quickly to new learning?
3. During questioning and on-going feedback to pupils, are the most able targeted with more **searching questions** and expected to respond in more detail or depth?
4. Did the **activities within the lesson** allow the higher-level objectives to be achieved? (e.g. through more in-depth study, independent learning and personal reflection) … or did the structure and pace of the lesson hold the most able back at any point?
5. In **group activities** (whether mixed-ability or ability-grouped), do the most able have the opportunity to move on in their learning? … is this successful?
6. During the course of the lesson, did the most able receive a 'fair' share of their **teacher's attention**?
7. Are you confident that the most able in the class made **progress** in line with their age and ability (and their individual targets)?
8. Were the most able **interested and engaged** in their learning? … did they make an active and positive contribution to the lesson? …were opportunities provided to review and reflect on learning (and can pupils articulate what progress they have made)?
9. Are higher expectations of the most able and appropriate provision in evidence across the curriculum? … could the Most Able Lead undertake shadowing the most able?