

Cavendish Church of England Primary School



Most Able Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Autumn Term 2021
Date to be Reviewed:	Autumn Term 2023

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

Intent

At Cavendish Church of England Primary School it is our aim to provide an enriching curriculum that inspires and engages all pupils regardless of their starting points and previous life experiences.

We are committed in our belief that every child has the potential for further development. We aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we support the needs of children in our school who demonstrate a high degree of engagement and achievement, and that inclusion refers as much to the most able as it does to those with additional needs.

Our curriculum aims to support children based on the concept of Renzulli's Three Ring Model, where creativity and task commitment support children's natural ability to enable them to demonstrate their very best abilities. This is encompassed in our vision statement - *Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*. Challenge refers not only to matching a task at an appropriate level to a child's development, but also to foster the skills of commitment, perseverance and concentration to enable the development and engagement of high order thinking skills. Creativity encompasses the arts for creative expression and the development of a talent, but also refers to problem solving and the curiosity needed to fully engage. "Create a pure heart in me", alongside an underpinning of the respect and compassion we show others, also refers to self confidence and self belief which enables the child to take risks through a supported framework, and so push themselves to new discoveries, skills and achievements. Within our nurturing and inclusive school setting, children are actively encouraged to explore new ideas.

Implementation

Through a varied curriculum, teachers will encourage a positive and enthusiastic learning environment where all children are able to achieve. The schools offer is reflected through its accreditation; we hold Artsmark Silver, Arts Award, PE Mark gold, Onelife Health & Wellbeing gold, WIRE award (widening inclusion in Religious Education) and are an Associate Royal Shakespeare School

In every subject at every stage opportunities are created to extend thinking and development through:

- Opportunities for creativity/ problem solving
- Encouraging the acquisition of specific vocabulary and language development to share ideas with increasing precision
- Providing a range of methods for responding including practical applications
- Lessons are planned to allow children to have time for their own responses

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- Teachers use precise questioning in class to check conceptual knowledge and skills and assess regularly to identify those children who have secure and robust understanding, as well as those with gaps in their learning.
- In the foundation stage, children have access to a range of equipment and activities to develop their own interests and curiosities.
- Specialist activities and events for the most able including local schools sports
- Extension after school tuition to meet identified needs
- Child led investigation and organisation of own learning through our Forest School programme (foundation stage through to year 6)
- Every child has the opportunity to work towards an external science CREST award reflecting skills in practical investigation
- Every child is given the opportunity to work towards an externally accredited arts award.
- Inter and intra school sports competitions

Impact

Through providing a hands-on, thinking and creative curriculum for all children at Cavendish Church of England Primary School, children will aspire to achieve their very best

The impact of the curriculum is measured through:

- End of key stage outcomes tracked across cohorts
- Individual child tracking across key stage outcomes
- Percentage cohort achievement of Arts Award certificates awarded
- Percentage take up of clubs and enrichment opportunities
- Governor discussion and review of provision
- Individual sporting achievements
- Swimming certificates and accreditation

Enrichment

- The school supports creative development as an Associate Royal Shakespeare School, and holds an annual Shakespeare performance in school and opportunities to perform at Ipswich theatre in cross school collaboration
- The school holds a play performance each term for children
- The annual school dance festival gives children a further opportunity to develop their performance skills
- Children lead worship and share their spiritual reflection through Collective Worship and our half termly church services
- Further opportunities to share and perform in and for the wider community happen during visits to the local retirement home and village Christmas lunch for the choir.
- Every child is given the opportunity to create an ArtsAward portfolio at Discover level. Successful children are then invited to complete the next stage – Explore. Accreditation is awarded through Trinity College London.
- Every child is invited to strive to achieve a science Crest award for investigative skills.

Cultural Capital

In addition to the curriculum criteria detailed above, we use our curriculum to promote children's exposure to high achievers across a range of subjects. For example in art children study the work of 42 artists during their time at primary school. In music their study includes the work of 42 notable musicians and pieces of music. This programme is being extended to wider curriculum areas. In each subject area care is taken to ensure selected pieces are representative of different genres, time periods, gender, countries and cultures.

Inclusion

The school provides a broad and balanced curriculum to all children regardless of ability or background. Lesson activities are differentiated to ensure all children are able to access their learning. To support children, teachers use different open-ended questions and statements as well as differentiated challenges and next steps to allow for deeper thinking and application of knowledge and skills at a mastery level. We do not limit our expectations of children and most able behaviours can be experienced by different children in different areas at different stages of development.

Subject Leader: