

Learning Matters for the Most Able



CPD Training

Identify, Stretch and Challenge your Most Able Pupils

About Potential Plus UK

Potential Plus UK is a national not-for-profit organisation with over 47 years' experience and expertise in supporting the educational, social and emotional needs of high potential learners*, currently being termed 'academically more able', 'most able' or 'gifted and talented' within school settings. We help schools provide for a range of pupils, including some whom they may otherwise miss, and guide them in their positive partnership with parents.

"Inspectors should pay particular attention to whether more able pupils in general and the most able pupils in particular are achieving as well as they should." - **Ofsted School Inspection Handbook, July 2014**

Ofsted's School Inspection Handbook places significant importance on the achievement and progress of your most able pupils. Schools need to be able to evidence that all pupils, including the most able, are being stretched, challenged and supported to fulfil their potential.

Learning Matters for the Most Able provides a programme of training workshops that enables teachers to:

- transform ability into achievement within the classroom
- understand the learning and other needs of their most able pupils, including those from disadvantaged backgrounds
- support their brightest children within the school curriculum and beyond, and
- address the need for the high quality provision required by Ofsted and other similar bodies.

The following training sessions aim to support schools in providing for their most able pupils and in their positive partnership with parents.

Identifying Most Able Pupils

The first step to good provision is effective identification. This interactive workshop looks at which pupils should be catered for as part of school 'most able' provision. Considering the 'core register' and 'revolving door' approaches, we look at issues such as providing to identify, sources of evidence, underachievement and special educational needs. Particular focus is placed on identifying disadvantaged, able learners to aid the 'narrowing the gap' agenda. You will go away with a better understanding of the different approaches to identification, as well as practical ways of identifying pupils in your own school setting. It is suitable for teachers and those with responsibility for the most able in their school.

You will be able to:

- differentiate between different sources of evidence, their benefits and limitations
- develop your understanding of different approaches that are prevalent in current thinking
- explore how identification can include able underachievers, learners with SEN and pupils from disadvantaged backgrounds
- demonstrate to bodies, such as Ofsted or Estyn, how you are using various sources of evidence, including school data and pupil attainment, to identify your most able pupils

*Potential Plus UK uses the term 'high learning potential'.

Classroom Strategies to Provide Challenge for Most Able Pupils

This workshop explores the strategies that are proven to benefit your most able pupils. It uses profiles to consider how schools can improve outcomes by using a range of classroom strategies such as differentiation, collaborative learning and higher order thinking, and is suitable for primary or secondary phases, and teachers, teaching assistants and team leaders.

You will be able to:

- differentiate between a range of profiles of most able learners
- understand the different approaches to learning that these profiles generate
- explore a range of classroom strategies proven to benefit your most able learners, but appropriate for all learners
- apply these strategies in your lesson/or subject
- demonstrate to regulatory bodies, such as Ofsted, how you are differentiating the teaching, and thereby the learning, for your most able pupils

Practical Enrichment in the Classroom

An exploration of the characteristics of your most able learners and how they learn is used as the basis for this practical workshop. You will engage in the activities that can be replicated in your classroom to provide enrichment for your most able pupils. We look in detail at Bloom's Revised Taxonomy, questioning and creative thinking. It is recommended that participants come with a lesson or project in mind that can be used to embed some of the activities into and apply once back in the classroom. This workshop is suitable for primary or secondary phases, and teachers and teaching assistants.

You will be able to:

- understand the common characteristics of most able learners
- engage in a variety of practical activities that promote enrichment in the classroom
- explore how these activities can be integrated into your lesson or subject
- demonstrate to your school's regulatory body (e.g. Ofsted) how you are enriching the learning of your most able pupils

Practical Strategies to Support the Social and Emotional Needs of Your Most Able Pupils

This workshop raises awareness of some of the social and emotional needs of most able pupils, such as frustration, anger, sensory issues, friendships and team work. It considers the profiles of these pupils and how their social and emotional needs can impact on their learning. Participants are encouraged to consider any specific areas of concern within their own setting, which can be highlighted in advance and addressed during the workshop. It is suitable for primary and secondary phases, teachers, teaching assistants and team leaders.

You will be able to:

- differentiate between a range of profiles of most able learners
- understand the social and emotional needs of these pupils
- explore a range of classroom strategies to meet these needs
- apply these strategies in your classroom or across your school

Tackling Underachievement in Most Able Pupils

Most able pupils are often at risk of underachievement because of their different pace of learning, particular learning style, barriers to learning or social isolation. In order to help combat these types of problems, five areas of support have proven to be effective for most able learners. This workshop provides participants with opportunities to share their own ideas, as well as exploring practical strategies to tackle underachievement. This workshop is suitable for teachers, team leaders, those with responsibility for most able provision and senior management.

You will be able to:

- develop your understanding of the kinds of support proven to be effective in combating underachievement
- consider the whole school policies and classroom procedures required to underpin this support
- explore the practical strategies that can be used in the classroom to combat underachievement of your most able pupils
- demonstrate to your regulatory body (e.g. Ofsted or Estyn) the whole school structure and ethos to tackle underachievement in your most able pupils

Building Parents into the Regulation Framework

Evidence shows that pupils with engaged parents are more likely to achieve, but what are the barriers to parental engagement and how can schools develop a positive partnership with parents? This workshop addresses these questions with particular reference to your most able pupils, but considers strategies that can be applied across your school, especially with families that are hard to reach. It explores practical ways to encourage parental engagement for you to try in your own setting and is suitable for teachers, team leaders and senior management.

You will be able to:

- consider the impact of parental engagement on pupils' outcomes
- explore ways of breaking down barriers – real and perceived
- identify practical strategies to encourage parental engagement, including for hard to reach families
- clearly demonstrate that you are working positively with all of your parents, including those from disadvantaged backgrounds

Fostering a Growth Mindset in the Classroom

The concept of 'mindset' is based on the work of esteemed psychologist, Carol Dweck, who found that those with a 'growth mindset' are those who understand that abilities and talents are improved through effort, and that they are more successful and willing to work hard at things they find difficult. This workshop considers practical strategies that can be applied in the classroom to foster a growth mindset and build resilient learners. It uses examples of most able pupils, but the ideas and strategies can be applied to all levels of ability. This workshop is suitable for teachers, teaching assistants, team leaders and senior management. This is a full day's workshop.

You will be able to:

- develop your understanding of 'growth' and 'fixed' mindsets
- explore the impact of 'growth mindset' on pupil attainment
- apply practical strategies to your lesson or subject
- differentiate reward systems and marking schemes for effort and achievement
- understand how to encourage pupils to develop self-regulation skills that aid a 'growth' mindset

Developing an Appropriate School-wide Framework for Most Able Pupils

Ensuring your most able pupils achieve their potential is one of the responsibilities of the school's Governing Body and Senior Leadership Team. Taking examples from schools around the country this practical workshop focuses on key elements you need to put into place to ensure a successful structure. This workshop is suitable for Governors, the Senior Leadership Team and Most Able Lead Teachers.

You will be able to:

- understand the importance and reasons behind the school policy for most able pupils
- begin to devise or review your most able policy relevant to your school circumstances
- ensure this policy is translated into practice in the classroom

Practical Guidance for TAs and LSAs Working With Most Able Pupils

Teaching and Learning Support Assistants can play a key role in the attainment of your most able pupils. This practical workshop helps TAs and LSAs to understand these children and the support they need on a practical basis. This includes working with dual or multiple exceptional children (DME describes those pupils with high ability and a special education need) and those from disadvantaged backgrounds. This workshop is suitable for Teaching and Learning Support Assistants.

You will be able to:

- understand the common characteristics of most able learners
- identify their needs
- engage in a variety of practical activities to support these learners in your role

Supporting Most Able Children in the Early Years

Most parents identify differences in their children between the ages of 2 and 4 years. This places great emphasis on Early Years settings and how they engage with the most able children in their care. This very practical workshop uses examples from a variety of settings to help practitioners address their needs. This course is suitable for anyone working with most able young children.

You will be able to:

- understand the characteristics of most able young children
- employ practical ways to identify most able young children in your care
- engage in a variety of fun activities that nurture these children and foster their love of learning

Effective Use of Pupil Premium for Most Able Pupils

This workshop considers practical strategies for how schools can use their Pupil Premium to support the learning of their most able pupils from disadvantaged backgrounds. It looks at strategies for parental engagement, pupil enrichment and teacher training, and is suitable for the Senior Leadership Team, Most Able Lead Teachers and those responsible for achievement and inclusion.

You will be able to:

- consider how to use your Pupil Premium to provide enrichment and challenge for your most able pupils from disadvantaged backgrounds
- explore ways of engaging parents, including those that are hard to reach
- demonstrate to your regulatory body how the school is using its Pupil Premium

Important Information

Most of these workshops last half a day, with a refreshment break and time for Q&A. Alternatively they can be provided as twilight sessions. They include examples of good practice, as well as further resources for teachers, governors and other professionals, such as Learning Support Assistants. 'Growth Mindset' is a full day's workshop; others can be combined to provide a full day's training.

Workshops can be delivered cross phase, but are more effective if targeted at Secondary, Primary or Early Years settings.

We recommend a maximum of 30 participants in each training session. There may be an additional charge for a larger number of participants.

Training can be delivered at a time to suit your staff.

Information about the participants and the school is gathered prior to the training course to ensure it addresses the needs of the school.

Rates for Standard Training

Half day member school	£350	Half day non-member school	£450
Full day member school	£550	Full day non-member school	£700

Plus travel and any other agreed expenses at cost.

Customised Training

In addition to this published programme of our most popular workshops, we also provide programmes individually tailored to meet the needs of an individual school. For more details about what we can offer and our prices, please contact us.

Consultancy Work

Potential Plus UK also provides consultants to work with you on a range of issues including:

- the development of a strategy to support your most able pupils
- support to evaluate and put in place a whole school framework for your most able pupils
- the development and implementation of a parental engagement strategy

For more information please contact us.

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