



How to Support your Most Able Child

Wednesday 29th November 2023



Aims:

- To explain how Most Able children are identified
- To understand how they are supported in school
- To explain strategies you can use to support the progress of your children.

How do we identify Most Able children?

Children who are achieving or have the potential to achieve at a level substantially above the rest of their peer group in more than 1 area.

Year 7,8,11

Your children all scored an average of between 110-120 scaled points in both Reading and Mathematics in their Key Stage 2 SATs examinations. They are therefore described by the Department for Education as pupils who are “Working at greater depth within the expected standard.” These are our Most Able pupils

Year 9,10

Your children did not complete SATs due to the impact of the global pandemic. We used a range of evidence to identify our Most Able pupils. This included:

- Cognitive Abilities testing
- Mathematics baseline testing
 - Reading Ages
- Primary School feedback.

Roughly 20-25% each year

What do we want from our Most Able Pupils?

- Embody Beacon Values
- High Aspirations
- Achieve to the best of their ability
- Future Leaders



**Dream
Big**



Be Yourself
Equal to Everyone
Act Responsibly
Consideration | for Others & the Environment
Own What You Do
Never Discriminate





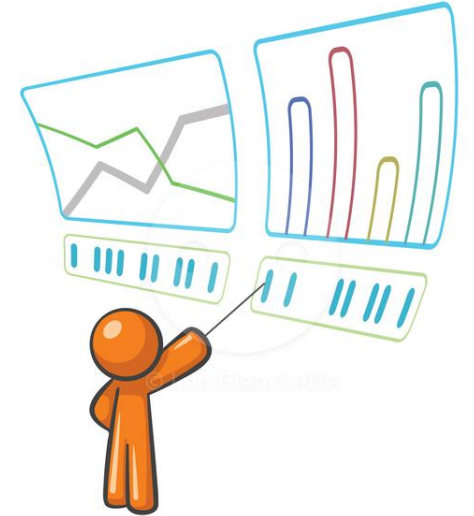
How do we support pupil progress?

- Upon entry to Barr Beacon School we use CAT4 testing, SATs grades and baseline assessments to identify pupil abilities.
- We track and monitor the progress of pupils asking staff to regularly submit data about each pupil. After each Data Drop Leadership, Heads of House and Directors of Learning meet to discuss trends, underachievement and targeted pupils in focus groups like Most Able, Pupil Premium, SEND and other groups.
- Underachieving pupils are targeted with support in lessons and sometimes outside of lessons to ensure they fulfil their academic potential. They receive pastoral support too if required.
- We are continually seeking opportunities to raise pupil aspirations and expose them to different experiences. Last year 98% of Most Able pupils received 5 or more cultural experiences.
- Our number 1 priority is to ensure that your children receive quality first teaching in every single lesson they attend.

What do we do with them?



**National
Careers
Service**
Helping you take
the next step





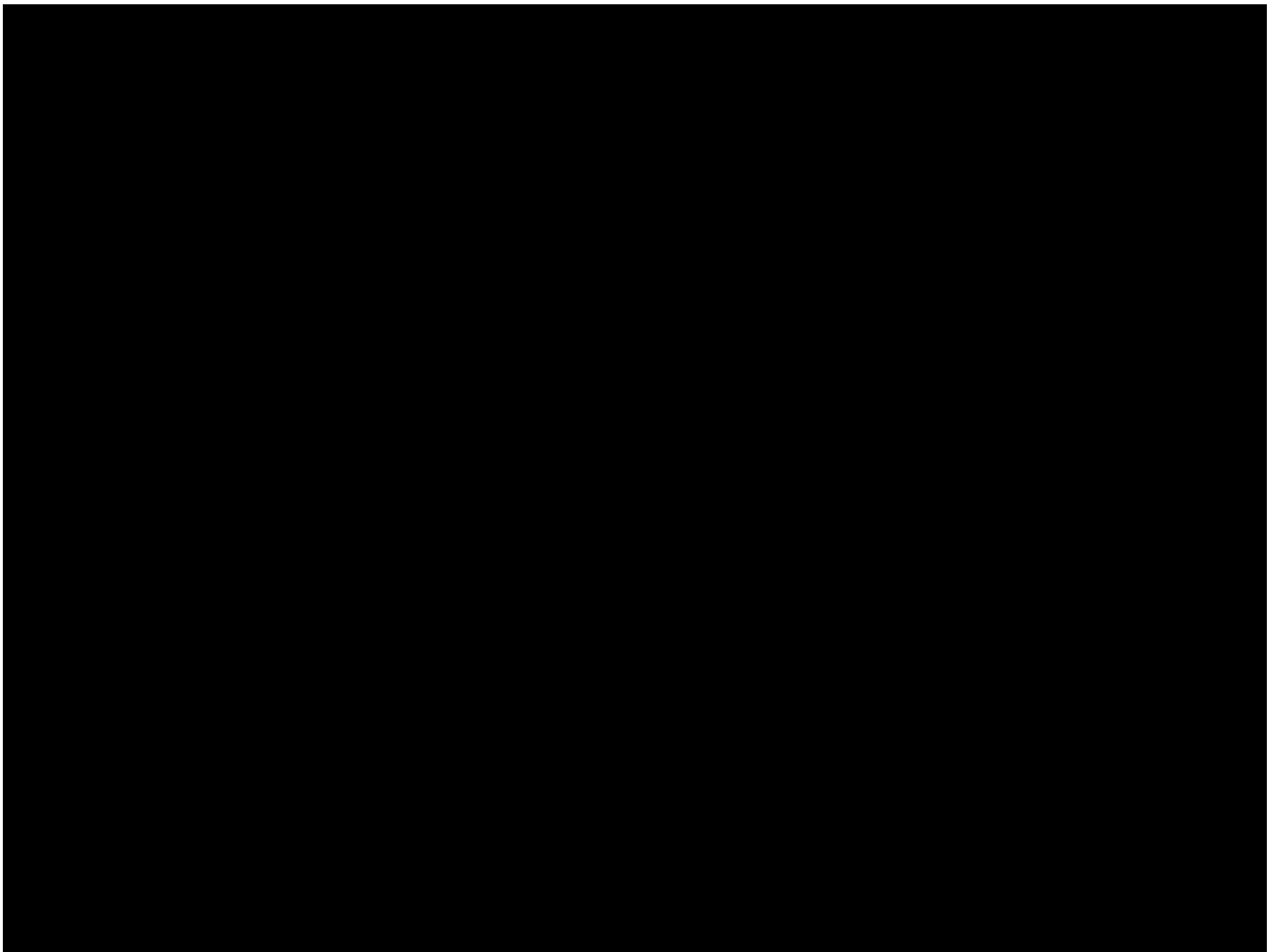
How can you support your child's progress?

- Talk to them about their school work and homework- encourage them to show off their work and take pride in it.
- Encourage them to 'go the extra mile' in their homework- help them source wider reading materials and research.
- Take some time to discuss current affairs and news stories with them. This could be during a car journey or at the dinner table. You may even debate issues and play devil's advocate.
- Discuss articles that may interest them. You might also record a documentary to watch together.



How can you support your child's progress?

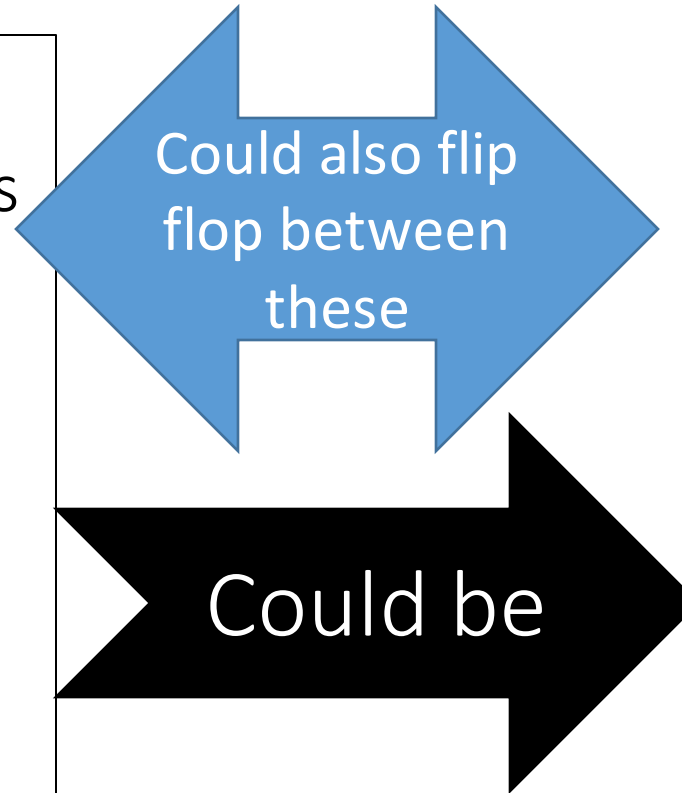
- If possible- cultural experiences such as museum visits, art galleries, library visits, theatre trips and musical performances can raise their 'cultural capital'. Many of these events are free. Check out what's on in Walsall and Birmingham.
- Discuss opportunities available for them in the future... Higher Education, top universities, higher degree apprenticeships, different careers and encourage them to be aspirational. Don't let them put a ceiling on what is possible.
- Be super curricular- Future UCAS applications, apprenticeships and job applications are enriched so much by hobbies, passions, volunteering experiences that show a range of skills and experiences. This could be a sport, charity work, community work or simply a passion for an area such as genealogy to fishing, programming etc.





What do they look like?

- Divergent thinker
- Asks searching questions
- Keen sense of humour
- Challenges accepted theories/ideas
- Autonomous
- Imaginative
- Grasps concepts quickly
- Resilient
- Hardworking



- Bored and restless with 'flashes' of brilliance
- Work unfinished
- Great oral contributions poor written work
- Out of class learning and hobbies outshine class work.
- Poor test results despite brilliant questioning and dialogue in class.



Fixed mindset??

Unclear communicator	They know the answer. They are often right. Not used to explaining why!
Fear of making errors	Not used to seeking out errors as a method of learning from them. Detrimental attitude to their progress.
Inflexible	Not open to alternative ideas or theories to their own
Low resilience	Things have often been easy and the answer is quick to find. Used to praise and not failing.
Intuitive and impulsive	No exploring, editing or amending needed. Things come easily.
Withdrawn	Not wanting to draw attention to themselves and look 'uncool' or because they are under stimulated by lack of challenge... what's the point?
Our job as teachers is to identify and attempt to eradicate these 'fixed mindset traits.' BUT... We need your support Parents!	



“I haven’t
FAILED.
I’ve just found
10,000
ways that
WON’T WORK”
-THOMAS EDISON

Let’s work together to ensure
our children:

- Are curious
- Have opportunities to articulate their views and ask questions
- Have high ambitions
- See mistakes as crucial to learning
- Listen to feedback and respond positively to it
- Demonstrate a growth mindset



"Failure is an
opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude
determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try
new things"

"Failure is the
limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like
to be challenged"

"I can either do it,
or I can't"

"My potential is predetermined"

"When I'm frustrated,
I give up"

"Feedback and criticism
are personal"

"I stick to what I know"



Growth Mindset- Your mind as a muscle

<https://www.youtube.com/watch?v=ElVUqv0v1EE>

GROWTH MINDSET

Is Freedom

Persevere in the face of failures
Effort is required to build new skills
Find inspiration in others success
Embrace challenges
Accept criticism
Desire to learn
Build abilities

FIXED MINDSET

Is Limiting

Avoid challenges Give up easily
Threatened by others success
Desire to look smart
Effort is fruitless
Ignore feedback
Fixed abilities



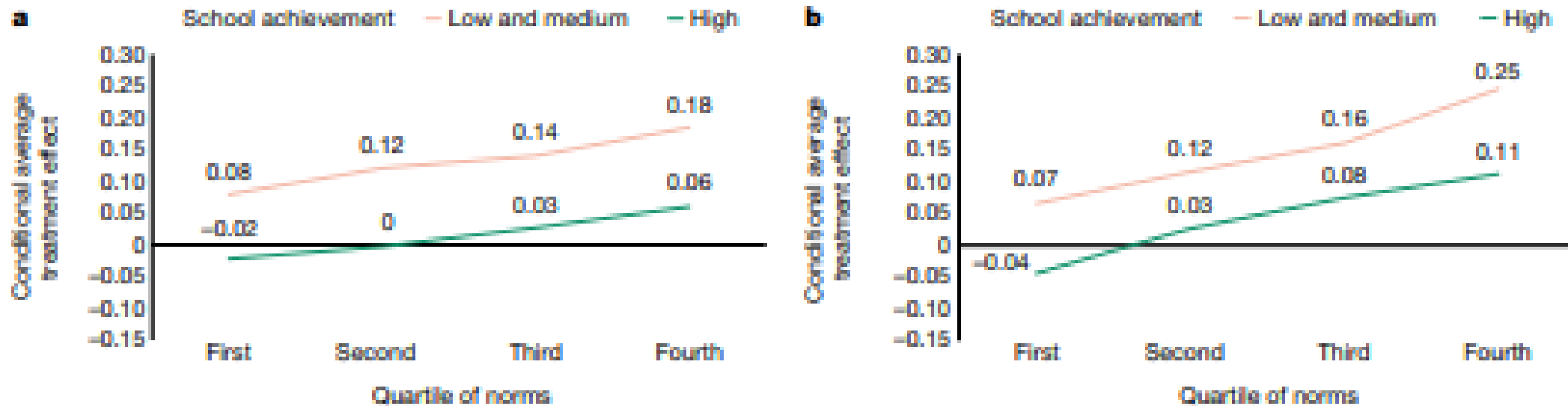
What the research says.

Published: 07 August 2019

A national experiment reveals where a growth mind-set improves achievement

• **David S. Yeager ET AL (including Carole Dweck)**

ARTICLE RESEARCH



Pupils were given 4 in depth periods of exposure to growth mind-set in which they were taught how to adapt a growth mind-set and were tutored in every lesson by their teachers. As their mind-set developed into a growth mind-set their grades also improved.



Growth Mindset links to one of our core Beacon values of **‘OWN WHAT YOU DO’**

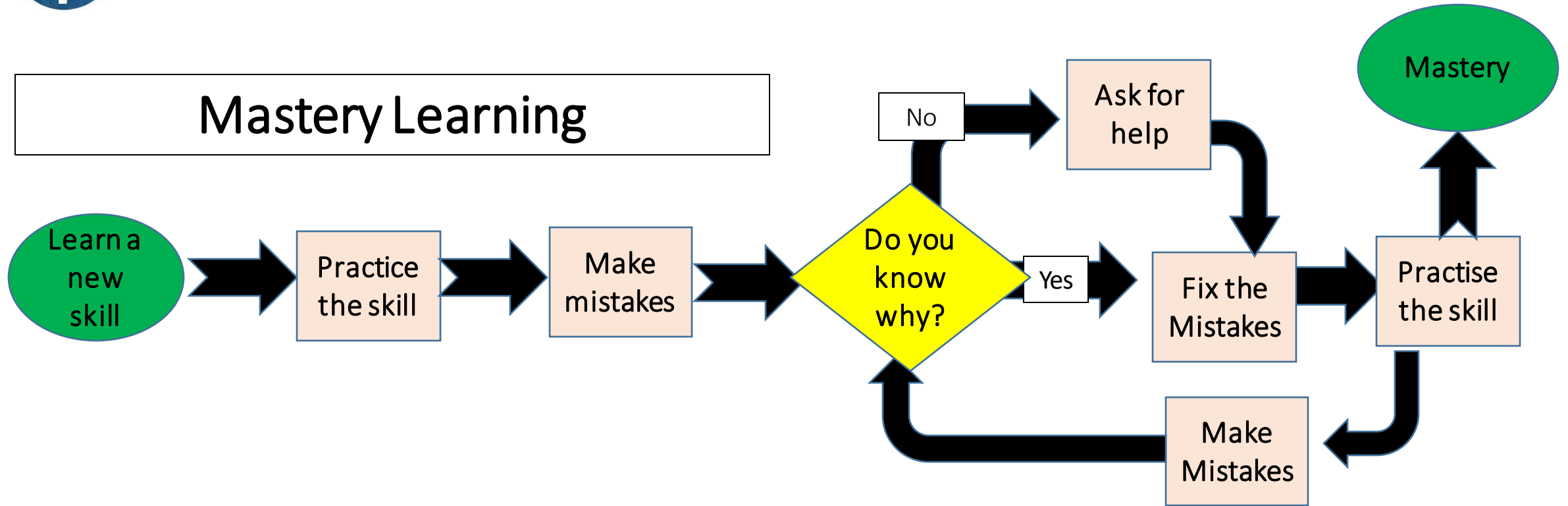
- Avoid phrases and thoughts like “I can’t do it”. Change it to “I can’t do it YET”
- Finding something hard is good, it requires more effort and helps you learn. Persevere & DON’T GIVE UP!
- Failure is not the limit of your abilities but a chance to learn and grow.
- Treat feedback as a gift- learn from it and ACT on it.

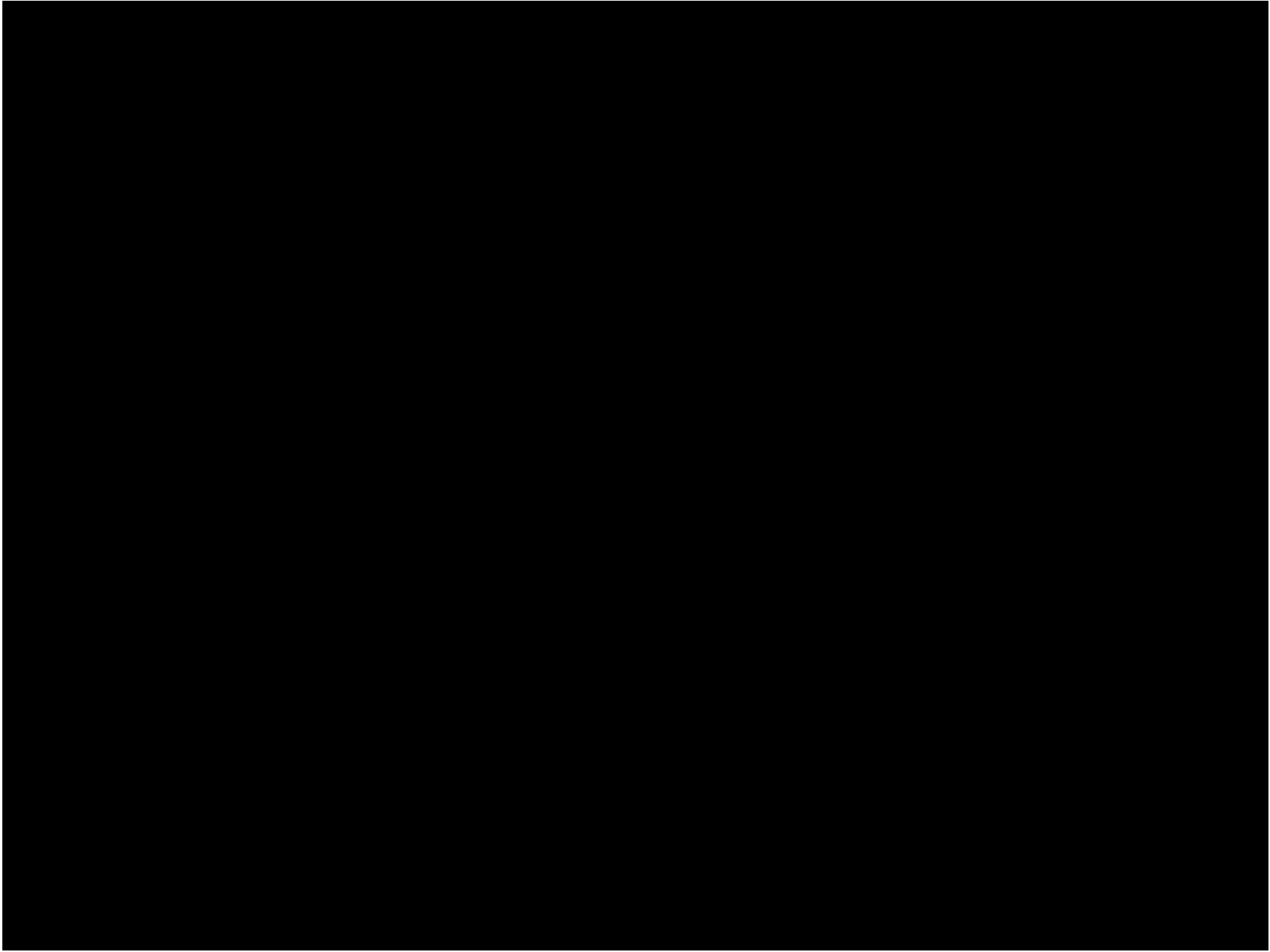


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Mastery Learning





<https://vimeo.com/889041143/71a10eb3df?>

8mins



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In Summary

- Encourage your children to be curious
- Support your children to be super curricular
- Have discussions about current affairs
- Work to develop a growth mindset
- Be aspirational when you discuss the future... **ANYTHING IS POSSIBLE!**
- Always remember that we are here to support any query you may have.

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