



Review of provision strategies

- ◆ Much of the provision for the most able occurs through challenging lessons for pupils. Teachers increase both the pace and complexity of the lesson to match the pupils' needs for challenge and intellectual excitement. In these classes teachers routinely teach high, with an expectation that most pupils will gain the highest grades.
- ◆ It is clear that the very able grasp concepts quickly and need less consolidation of new learning. They need to move on to the next stage of learning sooner than the rest of the class to be provided with different, more demanding work. Filling their time with more of the same is clearly unacceptable.
- ◆ Where a class contains only a few such pupils, teachers need to plan separately for them after the initial learning has taken place. Pupil grouping by ability within a class can allow a teacher to interact at a higher level with some pupils, challenging their thinking and extending their ideas. The use of text books from the next key stage can be useful where topics are visited at different levels of complexity throughout the curriculum
- ◆ Where individual pupils are far more able than their peers, teachers may need to be set work, which is completely different. This is relatively common in mathematics. While this has the advantage of maintaining social contact with his or her peers, it can become intellectually isolating. The school might consider whether the pupil concerned could join an older set for some lessons in that subject.
- ◆ An alternative, where there are several pupils who would benefit from intensive teaching, is to provide occasional withdrawal or tutorial groups. Where neither of these can be offered, the teacher has to supply the intellectual stimulus for the child.
- ◆ Able children need, perhaps even more than others, detailed and honest evaluation of their work. Dialogue, both verbal and written, with their teachers helps them to sharpen their thinking and understand how they can improve. It also helps them to validate their own achievements. Praise and high marks (A/excellent) for meeting the criteria appropriate to less able pupils are unhelpful. Any child consistently receiving this response is being given work, which is too easy and is not really making the progress they should
- ◆ There are also some relatively simple ways in which the teacher can increase the level of challenge through demanding high levels of skill or a greater range of knowledge. This is clearly less fundamental than extending pupils' conceptual understanding