Inclusion Basics - tips for teaching Most Able learners

Who are Most Able learners?

Defined; Pupils who achieve, or have the ability to achieve, at a level significantly in advance of their peers.

The Most Able Register

Most Able Register consists of two types of learners;

High Prior Attainment (HPA): Learners who have high KS2 Data (Results)

Potential High Attainment (PHA): Learners who do not have KS2 Data but are able to achieve similar outcomes as HPA learners.

Therefore you may see target grades are high such as, grade 9 (A**), grade 8 (A*) or grade 7 (A).

Literacy

Varying levels of literacy is one of the most significant factors in how well a learner will do at school.

- 85% of learners at Harrow High are classed as EAL;
- Academic vocabulary knowledge is at the heart of being a good speaker, reader and writer;
- It is important that teachers dedicate enough time to explicitly teach academic vocabulary in their subject areas, challenging students to express themselves with confidence;

Teaching tips

- Add breadth to tasks: enrichment through a broader range of texts and tasks.
- Give depth to tasks: extension through more detail and complexity.
- Accelerate the pace of learning: tackling objectives earlier.
- Promote independence: flipped learning.
- Ask learners to transform information into a different form after processing e.g. flow chart.
- Support reflection and self-evaluation: Meta-cognition.
- Improve literacy and level of academic vocabulary by offering opportunities to read tabloid articles, journals and A-level text.
- Allow choice and opportunity to be creative. Try to offer more than one way for your learners to show what they know and understand.
- Aim to encourage students to work for extended periods of time without relying on your (teacher's) constant input.
- Incorporate time for class/group discussion.
- Ensure feedback concentrates on areas for improvement and helps the learner develop their evaluative skills.
- Plan activities/resources around higher levels of Bloom's Taxonomy; Evaluation, synthesis and creativity (*refer to Question Mat below*.
- Use '*Stretch & Challenge Toolkit'* to help plan resources to challenge all learners and can be tailored across the curriculum.

Question Mat

Questions that stimulate higher order thinking

Thinking Skill	Explanation	Key words	Key Questions
Analyse	The learner breaks down learned information into its component parts, makes inferences and finds evidence to support generalisations	conclude, contrast, classify, divide, discover, examine, group, infer, inspect, simplify, sort, test for	Why do you think …? What conclusions can you draw? How would you categorise …? What is the function of …? Can these ideas be grouped into three categories? What motive could there have been to …?
Synthesise	The learner creates new information and ideas from previous learning	choose, compose, construct, develop, devise, imagine, improve, modify, predict, propose, solve	What would happen if …? How could you change …? What facts can you compile? Can you predict the outcome of …? How could you estimate the result of …?
Evaluate	The learner makes judgements about learned information on the basis of established criteria	agree, assess, choose, compare, criticise, defend, determine, interpret, justify, recommend, review	What is your opinion of …? Would it be better if …? How would you justify …? How would you compare …? Why did [Name] choose …? How would you prove that …?