

# Most Able Pupil Policy



## Reedley Primary School

This policy reflects our duty to eliminate discrimination, advance equality of opportunity and foster good relations with a commitment to giving all of our children every opportunity to achieve the highest of standards.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

### **'Most Able' definition**

The DFE definition of 'most able pupils' is children who achieve or have the ability to achieve at a level significantly above the average for their year group in their school. Nationally this is expected to be between 5-10 % of each group.

Children who are 'most able' have very well-developed learning skills across the curriculum. The following areas have been identified as being the main areas of ability:

- *Intellectual* – English, Mathematics, Science.
- *Physical talents* - sports, games, skilled, dexterity.
- *Visual/performing abilities* - dance, movement, drama.
- *Mechanical ingenuity* - construction, working solutions.
- *Outstanding leadership* - organiser, outstanding team leader, sound judgements.
- *Social awareness* – sensitivity and empathy.
- *Creativity* - artistic, musical, linguistic.
- Generally achieving highly in all areas.

The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

### **Aims and Objectives**

At Reedley, we identify our most able pupils within each year group in order to provide a curriculum that is appropriate to the needs and abilities of all our children.

Our school aims to:

- Provide all children with a challenging, extended and enriched curriculum.
- Encourage all children to develop higher order and abstract thinking skills.

- Support the development of advanced language skills, to include accuracy, precision and fluency.
- Provide opportunities for able children to work at their own level and pace, thus realising their potential.
- Offer children opportunities to transfer their knowledge across disciplines and generate their own learning.
- Support the development of the whole child. We believe that some children have special abilities and talents and that the nurturing of these is our responsibility.

### **Identification Strategies**

Identification strategies for most able pupils are part of day-to-day classroom provision. There are many ways in which teachers can identify children's special abilities and talents. These include:

- Teacher observation and assessment.
- Test and assessment results (e.g. Foundation Profile, KS1 and KS2 SATs, end of year tests and assessments, end of unit assessments, cold tasks).
- Discussion with pupils and peer group.
- Discussion with other staff.
- Information received from previous class/school.
- Information from parents and carers.
- Specialist teacher identification e.g. reports from clubs, societies, dance schools etc.

We recognise that the most able children may:

- Be high achievers in one area but unexceptional (or below average) in others.
- Exhibit poor social skills.
- Show poor motivation.
- Disguise their ability.
- Have poor coordination or motor skills (e.g. handwriting).
- Have English as an additional language.
- Have been identified as SEN.

### **Provision and Planning**

We offer an enriched and differentiated curriculum for all children. This is achieved in the following ways:

- Regular use of open ended enquiry based/problem solving activities.
- A variety of extension and enrichment activities.
- Investigations which encourage higher order thinking skills of analysis, synthesis and evaluation where appropriate.
- Promoting a learning environment which encourages pupils to 'have a go' even if this does not always result in 'getting it right'.
- Recognising each individual's strengths and weaknesses and personalise learning accordingly.

- Extra-curricular provision such as a variety of clubs and activities e.g. 'Fantastic Book Awards', sports competitions.
- Opportunities for the children to take part in interschool activities and musical events.
- Staff INSET is provided (where appropriate) to raise the profile and move the school forward in its provision for most able pupils.
- Classroom provision is monitored through planning, samples of work, SLT assessment reports and observations where appropriate.
- Guided group work across the curriculum.

### **Coordination and Monitoring**

The Senior Leadership Team (SLT) has overall responsibility for:

- Ensuring that the policy is implemented.
- Contributing to the monitoring of progress alongside the SENDCo.
- Supporting teachers and LSAs to implement an individualised curriculum (where appropriate) to give children every opportunity to achieve the highest of standards.
- Ensuring that the subject coordinators include relevant aspects of most able provision (including opportunities in Maths and Science week).
  - Individual subject coordinators have responsibility for monitoring provision through lesson observations, and book/work scrutiny.
  - They also have responsibility for signposting teaching staff towards specific most-able resources.
- Providing opportunities for a breadth of challenge.
- Conferencing with children identified as 'most able' in order to better understand their needs and develop provision across the school.
- Building case study files (along with the class teachers) to monitor provision and clearly demonstrate strategic focus.

### **Review**

Written by: K. Gorrell

Date: January 2017

Reviewed: September 2017

Next Review: September 2018