

# Most Able Policy



September 2023

**To be reviewed 2025 or as required**

## Rationale

We believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of our Most Able pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person.

## Aims

- To use a broad range of qualitative and quantitative data to identify our most able pupils.
- To ensure that all staff receive appropriate support and training in identifying and providing for most able pupils.
- To provide support and challenge in the classroom, within an ethos of high expectations.
- To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.
- To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.
- To provide a range of additional opportunities to develop the experiences of our most able.

## Definition

We use the general term "Most Able" to refer to pupils with the potential to achieve at a greater depth within the end of year expectations in *any* subject or subjects.

## Identification

First level of identification will come from Quality First Teaching, teacher assessment and assessment tracking. The main identification triggers are:

- Class teacher assessment
- Pupil progress meetings
- National Curriculum assessment
- Baseline Assessments (EYFS)
- Depth of learning in pupil outcomes

## The Inclusion Lead will be responsible for:

- Leading the day-to-day management of all aspects of the school's work in this area, including provision and the tracking for the identified cohort of most able pupils.
- Track the key groups of the identified cohort to see if it reflects the school as a whole (e.g. by gender, ethnicity, PPG).
- Providing professional development opportunities to staff
- Identify children from class assessment trackers and monitor during pupil progress meetings
- Liaise with other agencies to provide depth of learning opportunities

## **The class teachers will be responsible for:**

- Providing a curriculum and learning environment that allows all pupils to experience challenge, especially open-ended activities that enable children to use their knowledge gained in the curriculum.
- Identifying pupils who are working at greater depth and identify on trackers
- Involving pupils in self-assessment opportunities that encourage explanation and challenge alternative ways of thinking
- Build the self-esteem of all pupils

## **Most able disadvantaged**

We track the achievement of all disadvantaged pupils with a particular focus on the achievement of the most able disadvantaged pupils to ensure that opportunities are provided to ensure this group reach their full potential in line with that of all other most able pupils and receive a rich and varied curriculum.

## **Learning and Teaching**

Learning and Teaching strategies should include where appropriate:

- Differentiated lessons, including differentiated teacher questioning and differentiated tasks;
- Child initiated learning opportunities
- Adopting a problem solving approach
- Setting for literacy and numeracy (Year 6)
- Adopting a skills based approach to learning where how to learn is the focus rather than what to learn
- Awareness of learning styles;
- Provision planner (see appendix)

## **Related Documents**

- School Curriculum Guidance
- The National Curriculum
- Monitoring & Evaluation Policy
- Inclusion Policy
- Marking, Feedback and Assessment Policy