



Highfield Primary School

Sept 2022

Most Able Policy

Introduction

At Highfield Primary School, we are committed to providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise the needs of those children in our school who have been identified as 'Most Able'.

In the national guidelines the terms are distinguished as follows:

The DCSF (Department for Children, Schools and Families)

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)."

What is meant by the 'Most Able'?

At Highfield Primary we will keep a register of pupils who are identified as being 'Most Able' academically or talented in sports and the arts so that we endeavour to help them to achieve their full potential.

Pupils will be considered to be 'Most Able' if they are working significantly above that of their peers (at least two years above) in any academic subject and will be considered 'Most Able' if they show a greater aptitude than others in sports, the arts and pupils who display outstanding leadership and/or social skills.

Aim and Objective

The aim of this policy is to ensure the 'Most Able' pupil is provided with a challenging and appropriate curriculum allowing them to develop physically, intellectually and emotionally to their full potential.

The objective of this policy is to provide these pupils access to the curriculum at their own level and opportunities to express themselves creatively and physically to the best of their ability so that they feel valued and safe while achieving high standards in the area they are most able in.

How will we identify these pupils?

It is the responsibility of all staff to ensure the implementation of this policy by:

- Identifying the 'Most Able' pupils
- Listening to the evidence from parents and families
- Acknowledging the evidence from previous schools
- Baseline assessments
- Standardized scores
- SAT paper tests
- Checklists of characteristics of the most able child
- Ongoing assessments
- Referrals from outside agencies

The class teacher is asked to:

- Identify the 'Most Able' pupil in their class
- To refer children to the 'Most Able' Co-ordinator and to ensure that appropriate pupils are on the Register
- To differentiate planning and teaching methods to include and extend the 'Most Able' children
- To be flexible in their approach to teaching so that they can include the 'Most Able' child (less time needed to practise skills, more time focusing on higher thinking skills)
- To notify the next teacher of any 'Most Able' pupils

Role of the Co-Ordinator

- To create a Register of the Most Able pupils
- To enter referred children onto the register
- To help support colleagues with provision for the most able
- To help monitor provision for the most able with specialist clubs ie chess club, code club.
- To give guidance about identification and work with teachers to fill in the Register

Subject Leaders

- To offer support to colleagues, providing ideas and resources to help the children work to their full potential through all the curriculum areas

The Senior Leadership Team

- To monitor aspects of the delivery as identified in the school development plan, teaching and learning policy and equal opportunities statement
- Pupil conferencing with Senior Leaders where pupils are able to discuss and share their learning journey.

The Governors

- Governors will monitor the raising of achievement through the implementation of the policy and feedback by reporting to the curriculum committee

Parental Involvement

Parents will be able to support the policy by helping to identify the Most Able pupil. They will be informed if their child is on the Most Able Register and will be told how their child's need/s will be catered for within the constraints of the school.

Parents will be encouraged to support their child with extended homework/projects and attendance at Parents' Evenings and school events. All parents will have the opportunity to discuss any concerns and information will be shared with them about extra- curricular activities and support groups both inside and outside the school.

Resources and Provision

Teachers are expected to select resources so the children can access the curriculum at their own level providing challenging opportunities for pupils to do their best. Subject Leaders will be able to suggest activities and resources.

Our teachers plan carefully to meet the learning needs of all our pupils. We give all children the opportunity to show what they know and can do and we achieve this in a variety of ways when planning for children's learning.

In every Year group we set termly targets for English and Maths, which are shared with parents.

We offer a wide range of extra-curricular activities for our pupils. These opportunities offer higher achievers the opportunity to further extend their learning/talent in a range of activities. Opportunities include a range of Sports Club, French Club etc

The pupils will have the opportunity to experience a range of educational visits that further enrich and develop learning.

We plan enrichment weeks eg STEM Week which offer pupils more challenge and responsibility.

Learning is also enriched through regular homework activities linked to the work in class and also projects linked to the Whole-School termly topic.

Pupils have an opportunity to develop their leadership skills in participating in a range of roles across the school eg Mini-Mentors, Eco-Warriors, School Council, Anti-Bullying Ambassadors.

Monitoring and Assessment

Attainment and progress is shared in Termly Pupils Progress Meetings to ensure the most able pupils are challenged and supported effectively so they are making good progress in their learning. Also, attainment and progress is shared and discussed in Senior Leadership Meetings where trends are carefully monitored and acted upon.

Regular pupil conferencing where pupils are able to talk about their learning alongside their books to leaders, ensures the most able pupil's needs are being met and they are being challenged effectively.

Subject Leaders will monitor termly plans to ensure that this policy is being implemented and that differentiation is taking place.

This policy was reviewed September 2022