



# Most Able Policy

Completed by: Mrs M Norris

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## Most Able Policy

### 1. Introduction

**1.1** At Stanley Crook 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 and support the needs of those children in our school who have been identified as 'Most Able'.

**1.2** In the national guidelines the terms are distinguished as follows:

The Department for Education (DFE) defines able learners as:

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

They can be identified in any year and amount to 7-10% of the school population, although we do not attempt to manipulate individual cohorts to ensure that this is so. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further including links with local secondary schools for specialist teaching in addition to out of school sports and Arts provision. At times during the academic year, school welcomes other external providers to provide weekly sessions with specified groups of children in the areas of Maths, Computing and Science with an emphasis on mastery in the new curriculum.

**Most Able learners** are defined as those who have abilities in one or more subjects in the statutory school curriculum. They have the capacity for, or demonstrate, high levels of performance in a subject area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

### 2 Aims

**2.1** Our aims are to:

- Provide a high quality curriculum and effective teaching.
- Identify pupils who have above average ability in one or more areas of the curriculum.
- Provide opportunities to extend and challenge pupils through mastery tasks.
- Ensure that pupils achieve their full potential; meeting expected attainment and progress targets by developing children's confidence.

- Provide extra-curricular activities which provide enrichment in different areas of the curriculum.

### **3 Identification of most able children**

We use a range of strategies to identify most able children. The identification process is ongoing, and begins when the child joins our school.

- 3.1** In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be most able.
- 3.2** Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.
- 3.3** Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be most able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.
- 3.4** The children undertake national tests in Year 2 and Year 6. Y2 data provides teachers with a benchmark to identify those who are most able and are working at a greater depth within the curriculum. Teachers also make regular assessments of each child's progress in all subjects of the new National Curriculum in accordance with the new assessment without levels initiative. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress in addition to their personal predicted targets.

### **4 Characteristics of an able child:**

Most able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns

- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all most able pupils are obvious achievers. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations. At Stanley Crook, we are committed to ensuring that the provision for most able children is a priority.

## **5 Disadvantaged most able pupils**

As with all pupils, the school is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

## **6 Provision**

6.1 Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. We use a mastery curriculum. Mastery is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods. *Please see below for the system we use to track pupil's mastery within the curriculum for English and mathematics.*

6.2 Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers including the setting across core subjects and small group interventions.

6.3 In every year group we set targets for English and mathematics, and teach the children in ability groups. These groupings are flexible and alter termly following tracking and monitoring of progress and need.

6.4 We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. We also invite most able pupils to run their own clubs.

6.5 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

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

6.7 We promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.

6.8 We plan enrichment weeks when the normal timetable is suspended and cross-curricular projects, which offer pupils more challenge and responsibility.

Children can be assessed as to their ability to master the objectives using a scale from 1 to 4.

Rating	#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very Good]
Standards	This is <b>below the expected standard</b> depth of application and understanding. Does not apply their learning.	This is the <b>expected standard</b> depth of application and understanding. Average application of learning.	This is <b>above the expected standard</b> depth of application and understanding. Good application of learning.	This is <b>well above the expected standard</b> depth of application and understanding. Very good application of learning.
Examples	Recalls facts, remembers learnt information. Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Applies own knowledge into alternative and unique contexts.

## **7 Monitoring and review**

### **Class teachers**

**7.1** Class teachers keep regular records of the attainment and progress for all pupils in their classes or sets in Reading, Writing and Maths, and report each term on the progress and attainment of these pupils. Teachers discuss the children's progress with parents at the termly consultation evenings and report annually on each child's progress in July. All co-ordinators use their subject data analysis to form action points for the next academic year.

**7.2** Class teachers keep records of the attainment and progress of the most able pupils in those areas in which they excel. This is used to inform future provision necessary to meet their needs.

**7.3** Class teachers review progress and set targets with pupils each term, or more often if required.

### **Most Able Lead**

There is a nominated teacher who coordinates the provision and practice within the school for most able children and keeps an up to date register of able, gifted and talented pupils.

**7.4** The Most Able Lead tracks progress of most able pupils.

**7.5** The Most Able Policy is reviewed annually.

**7.6** The lead regularly monitors the provision for these pupils by reviewing the teaching arrangements in place and lesson planning. Work samples from the higher achievers will also be monitored and lesson observations across the curriculum will ensure the correct provision for the most able pupils in our school.

**7.7** The lead supports staff in the identification process as well as provides advice and support on teaching and learning strategies.

**7.8** The lead liaises with parents and provides feedback to the governing body on an annual basis. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

### **Governors**

**7.9** The governor with responsibility for Curriculum monitors the school provision for most able pupils. The governor will work with the school's Most Able Lead in support of the school's efforts to help these pupils to reach their full potential.