

Southbury Primary School

Most Able Pupils Policy



September 2024

Rationale

Article 29: Education should develop each child's personality, talents and mental and physical abilities to their fullest potential (UN Convention on the Rights of the Child, 2001)

National Curriculum 2014: 'Teachers set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standard' (Department for Education, 2013)

Southbury's School Vision: Our school vision is very simple but of fundamental importance to us all. We want all of our staff and parents to work together to enable all of the children who pass through the school to reach their full potential in a safe, happy and caring environment. We want them to leave Southbury confident they will be able to succeed in secondary school and beyond. Ultimately we hope that they will be lifelong learners who will be able to find employment that they enjoy doing and is meaningful and rewarding for them as they continue with their journeys through life. To achieve this, it is crucial they have the best possible start to school life and that is what we aim to give them at Southbury.

At Southbury Primary School we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with unique personalities, skills and abilities. We provide teaching which makes learning challenging, engaging and investigative to achieve greater breadth and depth of understanding and enables children to reach their potential.

We also recognise that within our school there are some children whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision made. It is accompanied by guidance for staff on strategies to meet the needs of the Most Able pupils.

The aims at our school are:

- To identify the Most Able children
- To provide them with a suitably differentiated and challenging curriculum through Quality First Teaching
- To provide opportunities for these children to be independent and creative in their learning
- To recognise the range of talents that pupils at our school have

Our definition of Most Able children

'Most able' pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Within this will be a smaller number of children who show exceptional abilities in one or more subjects in the statutory school curriculum. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership.

In addition, as we try to have the widest possible view of ability, we also encourage and celebrate children who, for example, are particularly good at helping others, or noticing when children are upset and helping them.

Identification

Children who demonstrate this described level of performance or potential may be identified using a range of methods:

- Teacher assessment/observations
- Teacher identification using an awareness raising checklist of characteristics (see staff guidance document)
- Test/SATs performance
- Information from parents
- Information from previous teacher/school or another professional e.g. sports coach, music teacher

Those children identified will be recorded on the 'Most Able' Register'. This Register will be updated at least annually, or as required during the year. The progress of the Most Able children will be monitored at half termly Pupil Progress Meetings and used to inform provision planning.

Provision

At Southbury Primary School, every child has access to Quality First Teaching through which **differentiation** (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of **extension** (providing challenges which go more **deeply** into a topic) or **enrichment** (providing other activities which run alongside the normal curriculum and go more **broadly** into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep the most able children interested and provide them with **challenge**, such as higher order thinking skills, questioning, problem solving and independent learning. This is supported by individual **target setting** appropriate grouping arrangements.

We aim to create an ethos where pupils feel good about achieving excellence and both achievement and effort are celebrated. Pupils are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods.

Outside the classroom

We aim to provide activities that will enrich and extend the experiences of our most able pupils. We currently have some of our most able Year 6 pupils leading a weekly lunchtime 'Enrichment' club that is prepared and resourced by the most able leader and includes a wide range of exciting and challenging activities to inspire and develop the skills of our most able pupils. We also keep abreast of any national/local upcoming competitions in which our most able pupils can enter.

Monitoring

The progress of the Most Able children will be monitored at half termly Pupil Progress Meetings and used to inform provision planning. We follow the principles of the Assess – Plan – Do – Review cycle, using assessment to inform provision and planning and then reviewing progress to once again inform planning and delivery.

Roles and responsibilities

Class Teachers are ultimately responsible for the progress and attainment of all their pupils. Class Teachers will:

- take steps to identify the Most Able pupils using the methods identified in this policy
- assess the progress of the Most Able pupils through normal classroom and whole school assessment cycles
- plan and implement appropriate provision
- record strategies used in Pupil Progress Meetings documentation
- deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the Most Able
- review provision regularly

The '**Most Able**' leader (Mrs Panteli, Deputy Headteacher) and the Headteacher will:

- ensure all staff involved with identified children know of their particular needs
- update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs
- monitor the progress made by the children
- ensure that provision for the Most Able is reflected in lesson observations, work sampling and Pupil Progress Meetings

