

THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	May 2023
POLICY AND PROCEDURE STATEMENT	REVISION DATE	SUMMER 2026
<b>The Priory Primary School</b>		
<b>Most Able Policy</b>		
HEAD TEACHER	MATT WALSH	
CHAIR OF GOVERNORS	PRUBIE SAHOTA	

## Edits and Changes

April 2023	Minor change to para 6.7 re celebration of achievements
	Addition of 9.2 review cycle

Approved by:

Date: 19.5.23

Last reviewed on:

Next review due by:

## 1. Introduction and Key Vocabulary

At the Priory 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'.

In the national guidelines the terms are distinguished as follows:

The DCSF (Department for Children, Schools and Families), the predecessor of 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).”**

At the Priory we define our Most Able learners 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, personal and/or social skills.

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 specific. We adopt a mastery approach in our curriculum – where children are encouraged to demonstrate learning at a greater depth as opposed to progressing learning immediately onto new objectives.

## 2. Aims

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, such as STEM / Coding / Instrument

## 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 / nursery 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 and specific talents.

**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.

**3.5** The school's focus on critical thinking and open questioning will allow children to demonstrate strong understanding outside of their written work. It is important to understand that most able students are not just those who produce high quality written work – and may in fact have strength in their inter and intrapersonal attributes / talents and thinking skills.

#### **4. Characteristics of the most able children:**

Most able pupils are a diverse group and their range of attainment will be varied. They are more likely than to demonstrate some / all of the following characteristics.:

- 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 the Priory Primary school, we are committed to ensuring that the provision for most able children remains 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 high-quality teaching and curriculum breadth. Due to governmental funding and the accountability this brings, the school will ensure any 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 opportunities to join sports, music, Arts groups / clubs or providers, 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 (via tri-annual pupil progress meetings) we set data targets for English and Mathematics, and teach the children in both ability and mixed 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 opportunities for higher achievers to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. We also plan to invite our most able Y6 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 the learning journey.

**6.7** We promote celebration of achievements by asking parents to inform the school if their child has an out-of- school award etc. These are celebrated through school assemblies or through class See Saw.

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

## **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.

In the schools data monitoring and tracking system, Target Tracker, our most able pupils are put on the Greater Depth, however their progress is monitored carefully to ensure their continued 'flightpath' is progressive.

**7.3** Class teachers review progress and set targets with pupils each term.

## **8. Most Able Lead / Leadership of the Most Able**

**8.1** There is a nominated member of staff (the school's SENCO) who and keeps an up to date register of the most able pupils – including an identification of their strengths, skills, talents and attainment. Also connected with this register is a dated record of events, opportunities and additional capacity that has been provided for each child.

**8.2** At the Priory, we view it as every member of staff's responsibility to help generate opportunities for the most able pupils – however the Most Able lead will take the responsibility of recording the events on the register.

**8.3** The Most Able Lead will be made aware of the progress of the most able pupils (by the Headteacher), following the Pupil Progress Meetings – attending these where possible.

**8.4** The school's leadership team in conjunction with the Most Able lead will monitor 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.

**8.5** The lead supports staff in the identification process.

**8.6** The school's curriculum lead will take responsibility for liaising with staff to discuss and (where necessary) support the provision and teaching of the most able pupils.

## **9. Governance**

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

**9.2** This policy will be reviewed every 3 years