



# Most Able Policy

Code: NS

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Agreed by Whitchurch Primary School Governing Body	Name
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Version	Date	Updates
1	December 2022	Policy

## **Introduction**

Whitchurch Primary school and Nursery believe that every child in school has the right to receive assistance in achieving their potential. This includes pupils who are Most Able. Encouraging the most able pupils is the responsibility of all staff, with the support from senior leadership.

## **Definition of Most Able**

Most able children are considered to be those who demonstrate significantly higher levels of ability than most pupils of the same age, in one or more curriculum area, or in other areas such as leadership, creativity, drama and Oracy. The total number of Most able within the school setting is unlikely to be more than 3% of the pupils on roll.

## **Aims linked to mission statement**

- To provide opportunities through the broad and rich curriculum, which inspires and motivates a love of lifelong learning
- To plan stimulating learning experiences inside and outside of school where children practise develop and apply new skills knowledge and understanding
- To use the expertise of specialist staff and staff experience
- To develop confidence, and ensure pupils are safe and happy and secure in their learning
- To help parents to support their children in the community

## **Roles and Responsibilities**

- Most able pupils will be the responsibility of class teachers. There will be oversight by SENCO and DHT, phase leaders and heads of year.
- Staff will promote the school ethos and celebrate success of pupils
- Staff will be ambitious for all pupils but will develop targets for support plans for Most able pupils.
- Staff will be aware that of the different abilities of pupils in their class and support/challenge them appropriately.
- Staff will set individual targets with the SENDCO to support their learning and development.

## **Identification**

Pupils will be identified by class teachers and as part of a wider Year group discussion in the first instance. It is recognised that Most Able pupils may present in a variety of ways;

- They may lack concentration
- Prefer the company of adults
- Have very sophisticated language skills but be reluctant writers
- They may lack motivation
- They may enjoy highly challenging work, but struggle on simple tasks
- May display impulsive behaviours
- Be sensitive around other children
- Have exceptional skills in one specific area or over many areas
- The skills might be in creativity, dance, PE or academic
- However these children will stand out as exceptional and will be easily recognised.

When pupils have been put forward they will be placed into a category depending on the area of ability. Academically most able pupils will undertake a CAT4 (Cognitive Ability Test). A score of over 130 (to be

agreed) will indicate an exceptional ability in one of the areas of the CAT4 (Verbal, non-verbal, quantitative, spatial)

Pupils who have been put forward for a specific skill such as leadership, or for PE, drama, oracy, will be assessed against the national curriculum outcomes for their academic year where applicable and as compared to children of a similar age. Internal assessment by specialist staff will support this decision.

### **Provision**

Once pupils have been identified, their names will be placed on a Most Able register, to enable monitoring and support.

Parents will be informed by letter that their child has been registered as Most Able.

Pupils will have a support plan written with up to three targets. The plan will be written in collaboration with parents and the pupil according to age and understanding.

Targets will be reviewed termly.

### **Provision in the classroom**

This will aim to provide appropriate challenge through high quality tasks for extension and enrichment, growing out of the topic or subject being studied by the whole class.

Pupils will be supported with meta-cognition skills, through effective questioning, open ended challenges and higher order thinking activities.

In Music, languages, PE or Drama, specialist teachers will support and work with parents to ensure pupils are stretched and challenged accordingly.

### **Provision outside the classroom**

Pupils will be provided with a wide range of enrichment activities that they can choose from. Examinations for music and sports or gymnastics

Opportunities to enter competitions

Guidance and support to access opportunities in their local community

Use of outside agencies and experts, where appropriate.

### **Monitoring**

Most able pupils will be monitored through pupil progress meetings, through the review of termly targets and through school reporting and assessment systems. The register will be reviewed regularly (termly) to reflect ongoing abilities of the cohort.