

# Most Able Pupils Policy



*Believe, Succeed, Together*

Date Reviewed	June 2022
Date Ratified by Trust	July 2022

## Contents

1.0 Introduction .....	3
2.0 Definition .....	3
3.0 Identification .....	3
4.0 Classroom Approaches.....	3
5.0 Out of Class Approaches .....	4
6.0 Lead Coordinator for the Most Able Pupils .....	4

## 1.0 Introduction

At the Academy provision for the most able pupils will be as inclusive as possible and seek to provide for the needs of this group of pupils (both identified and those as yet unidentified) through appropriate differentiation, and extension opportunities developed and delivered through the mainstream curriculum. It will be the responsibility of each department to provide appropriate challenge for high-attaining pupils within that area.

It is important to recognise that all children, not just the most able, will benefit from good practice in teaching and learning, from effective differentiation, from assessment for learning and appropriate study support.

## 2.0 Definition

By definition, the most able pupils are those who have the ability to excel across a **range** of academic subjects, with abilities developed to a level significantly ahead of their year group. This is different from 'talented' pupils who show a high level of potential in an **individual** subject area. Clearly a pupil could fall into both categories, but the two groups are not synonymous.

## 3.0 Identification

A list of the most able pupils will comprise of the following:

- Pupils who attained a score of 32+ points in English and Mathematics at the end of Key Stage 2.
- Pupils who attained a scaled score of 110+ in Mathematics **or** Reading at the end of Key Stage 2.
- Pupils who meet the requirements of the definition of 'most able' as delineated in section 2.0.

## 4.0 Classroom Approaches

Lesson planning at Eastwood should differentiate effectively for all pupils, including the most able, through:

- Assessment for learning processes to allow pupils and staff to assess the progress of all pupils and support the most able.

- Grouping pupils according to ability where appropriate, to allow the most able pupils to work together, mixing groups to allow able pupils to support others.
- Using support staff and services such as the library to challenge the most able pupils in lessons and in small groups.
- Using high order questioning both verbally and visually to challenge the most able pupils.
- Creating challenge areas in departments/classrooms where the most able pupils have access to a range of resources to support their progress.
- Inclusion of a range of activities involving research/study skills, problem solving, decision making, analysis, creative thinking, speculation and evaluation.

## **5.0 Out of Class Approaches**

The most able pupils at the Academy should be identified discreetly and offered access to extra-curricular opportunities to challenge and support their needs.

Out of class, pupils are offered:

- Enrichment opportunities within school, locally, regionally and nationally.
- Opportunities and encouragement to become involved in whole school activities.
- Access to a range of resources to support their areas of interest/expertise.
- Opportunities to meet with other able pupils across the partnership schools.
- Opportunities to become involved with governors, outside organisations and the community.

## **6.0 Lead Coordinator for the Most Able Pupils**

The Lead Coordinator for Most Able Pupils is Mr. S. Howard. His responsibilities include:

- Providing a register of the most able pupils.
- Providing CPD opportunities to ensure challenge is built into all lessons.
- Co-ordinating and providing enrichment activities for the most able pupils.
- Tracking the progress of the most able pupils using PAT and lesson observations.
- Working with teachers to ensure the most able are making the required progress through a range of strategies and intervention.
- Evaluating the whole school provision for the most able pupils.