



# Chase Side Primary School

## Most Able Pupils Policy

Reviewed and Adopted by the Governors  
of Chase Side Primary School  
on Wednesday 17<sup>th</sup> July 2024

Next review: July 2026

The Most Able Pupils Policy for Chase Side Primary School has been reviewed and updated. The Policy was ratified by the Governors at the Curriculum Committee meeting held on Wednesday 17<sup>th</sup> July 2024. As with all policies which Chase Side adopts, all aspects of Most Able provision must fit with the schools' ethos, values and vision, which are:

### **Ethos**

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of us or who visits our learning community is asked to adhere to our values and ethos.

### **Our Vision**

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

### **Our Values**

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

**Stronger Together!**

## **Introduction**

At Chase Side 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”.

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).”**

**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.

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.

## **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.

## **Identification of most able children**

At Chase Side we have due regard for our duties under the Equality Act 2010. Through the delivery of this Policy we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Before identifying any child who is most able in a particular capacity, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

Identification of pupils as ‘Most Able’ is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that *‘at this time* this child is showing ability in a particular area’.

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

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.

Across the school, discussions also take place with parents and carers to enable us to gain further information about a child’s ability.

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.

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.

It is worth remembering that Most Able pupils can be;

- Good 'all-rounders'
- High achievers in one area
- Be imaginative and creative across subjects
- Of high ability but with low motivation
- Very able but with a short attention span
- Of good verbal ability but poor writing skills
- Very able academically with poor social skills
- Keen to disguise their abilities

### **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 Chase Side, we are committed to ensuring that the provision for most able children is a priority.

### **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.

### **Provision**

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.

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 opportunities.

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.

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

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

Providing opportunities within the borough for children with specialist skills and talents.

Specialists within the Borough to lead intervention and extension groups (where possible). This could also be part of the Enfield Town Schools Partnership.

### **Out of School Provision**

We aim to become involved in national schemes, competitions, festivals, school visits and in projects linked to museums and universities where relevant, as well as any Borough-led programmes wherever possible.

### **Pupil and Parent Involvement**

We wish to involve pupils and parents in all the procedures outlined in this policy. Parents are informed when their child's attainment is significantly greater than that of their peers and are encouraged to come into school to discuss with teachers the development of pupils' abilities and talents in this area.

### **Assessment**

- Teacher assessment and tests are two of the main ways in which we assess ability.
- The school operates a 'More Able Pupil Register'. Teachers update and review this information termly.
- Most Able pupils are identified on Scholar Pack and progress is monitored to ensure sufficient continued challenge.

### **Monitoring and review**

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.

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.

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 the most able children and keeps an up to date register.

The Lead regularly monitors the provision for these pupils by reviewing the teaching arrangement 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.

### **Governors' Role**

We have representatives from the Governing Body and it is their role to ensure that provision for the Most Able is reviewed and is linked to teaching, learning and school development. The Governor representative (please refer to the School's website for the named Governor) will also review and discuss the aims of this Policy with the designated staff member responsible for this area.

### **Process for Review and Development**

The Policy will be reviewed by the Curriculum Committee of the Governing Body every 2 years unless the school brings any significant aspects or changes for consideration earlier.