

**MOST ABLE PUPILS POLICY**

**DATE PALM STATEMENT of INTENT**

At Date Palm our vision is for the School to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit:**

- ✓ To build **Strong Foundations for Character Development** that:
  - Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:
  - Provide a broad and varied range of experiences and learning opportunities; help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their Communities** in order to:
  - Become responsible and confident citizens; make a positive difference; commit to charitable endeavours; become effective contributors towards Britain’s future.

Reviewed by	Position	Signature
Saira Karim	Assistant Head	
Luthfa Begum	Literacy Coordinator	
Zara Rehman	External Governor	

<b>Reviewed:</b> September 2021
<b>Next review date:</b> September 2024



# Most Able Pupils Policy

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## 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)

**Ofsted:** Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels (Sean Harford, Ofsted National Director of Schools, March 2015)

**Date Palm Primary School Vision:** We are committed to ensuring that all children have equal access to the whole curriculum and are given equal opportunities to develop to their full potential in a safe and secure environment in partnership with parents and carers.

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 a number of 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 celebrate high achievement
- 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.

## Identification

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

- Teacher assessment/observations
- Review/SATs performance
- Information from parents
- Information from previous teacher/school or another professional e.g. sports coach

Those children identified will be recorded and identified in our assessment tools. This Register will be updated at least annually, or as required during the year. The progress of the Most Able children will be monitored termly and used to inform provision planning.

## Provision

### In the classroom

At Date Palm 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.

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 take part in various national challenges and competitions to inspire and develop the skills of our most able pupils. We also provide a varied programme of specialist teachers, after school clubs, visiting experts and curriculum days/weeks.

## Monitoring

The progress of the Most Able children will be monitored termly and used to inform provision planning.

## 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
- 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 **Head teacher** 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 scrutiny and moderation activity and lesson observations.

The **'Most Able' Governor** will:

- have oversight of policy and provision for the Most Able

## Working in partnership with parents

The school actively promotes a culture of a school-parent partnership in order to enable each child to reach their full potential. Parents are warmly welcomed to speak to their child's Class Teacher or Head teacher through the school year to discuss any matter.

This policy should be read in conjunction with the:

- Inclusion Policy
- Curriculum subject policies
- Assessment policy

