



'Most Able' Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- SEND Policy
- Teaching and Learning Policy
- PPG Policy
- Single Equalities Policy

Policy Created:		February 2016	
First Presented to Governors for approval:		February 2016	
Proposed Review Cycle/Next Date:		3 Year	May 2024
Approved by (Headteacher)		Approved by (Governor)	
Date:		Date:	
Policy Review History			
Date:	April 2018	Date:	May 2021
Key Changes:		Key Changes:	
<ul style="list-style-type: none">No major changes		<ul style="list-style-type: none">No major changes	
Presented to Governors:		Presented to Governors:	
Curriculum Committee 25th April 2018		Curriculum Committee 9 th June 2021	Presented to Governors: Curriculum Committee 7 th February 2024

1. Ryelands School – Mission Statement

Imagine believe achieve

In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

Definition

At Ryelands Primary and Nursery School we use the general term “Most Able” to refer to pupils with the potential to achieve at a higher level than the majority of their peers in their school in *any* subject or subjects.

Aims

- ✓ To contribute to the ethos of excellence in the school.
- ✓ To use a broad range of qualitative and quantitative data to identify our most able pupils.
- ✓ To ensure that all staff receive appropriate support and training in identifying and providing for most able pupils.
- ✓ To provide support and challenge in the classroom, within an ethos of high expectations.
- ✓ To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.
- ✓ To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- ✓ To work with parents to help pupils achieve their potential and to be ambitious.
- ✓ To provide a range of additional opportunities to develop the experiences of our most able.

Identification

First level of identification will come from Quality First teaching, teacher assessment and parental advice. If a child is believed to be more able in any areas, further tests may be employed. This may be by the SENDCO or Educational Psychologist. The main identification triggers are:

- ✓ Class teacher assessment
- ✓ Pupil progress meetings
- ✓ National Curriculum assessment
- ✓ End of unit assessment
- ✓ Baseline Assessments
- ✓ Views of parents
- ✓ Views of teachers/teaching assistants.
- ✓ Views of the child.

Roles and Responsibilities

The head teacher, along with the co-ordinator for the Most Able children, is responsible for the provision of professional advice to the governing body to ensure that the policy for more able pupils is adopted.

The ‘Most able’ lead has the overall responsibility for:

- ✓ The day-to-day management of all aspects of the school's work in this area, including provision and the tracking for the identified cohort of Most Able pupils.
- ✓ checking the composition of this identified cohort to see if it reflects the school as a whole (e.g. by gender, ethnicity, FSM).
- ✓ Providing guidance to staff.
- ✓ Maintaining a register of identified children and tracking their progress
- ✓ Liaise with other agencies to provide Above and Beyond opportunities for Most Able children
- ✓ Evaluating the identification and progress of the Most Able group, considering other groups within the school; including Pupil Premium Grant, Non PPG, Boy/Girl.

The class teachers will be responsible for:

- ✓ Providing a curriculum and learning environment that allows all pupils to experience challenge, especially open-ended activities that enable children to use their knowledge gained in the curriculum.
- ✓ Identifying pupils who are Most Able and inform the co-ordinator.
- ✓ Broadening and deepening the knowledge of the Most Able group.
- ✓ Involving pupils in self-assessment procedures when reviewing targets.
- ✓ Building the self-esteem of all pupils.

The head teacher will oversee:

- ✓ The implementation of the policy.
- ✓ Evaluate the quality teaching to ensure progress of 'Most able' children.

Parental Involvement

The process of identification and further assessments will closely involve the parents and the child. Any meeting or discussion about provision that may be different to other pupils will be monitored and outcomes discussed with all parties involved.

Monitoring and Evaluation:

It is the responsibility of the co-ordinator for 'Most able' pupils, working with the class teacher, to monitor the progress and attainment of children. This will be in conjunction with the Curriculum leader.