

HURST GREEN PRIMARY SCHOOL



Most Able Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	√		
Teachers	√		
Teaching Assistants	√		
Administrative Staff		√	
Lunchtime Supervisors		√	
Site Manager		√	
Cleaners		√	
Governors	√		
Parents	√		
Website	√		
Local Authority		√	

Responsibility of	School Improvement
Review frequency	Every 2 years
This version agreed	1 April 2019 Full Governors; 22 February 2021
Next review date	Spring Term 2023

Most Able Policy

This policy replaces the previous Gifted and Talented Policy.

After a review of the Gifted & Talented provision within school, alongside advice from the DFE and Ofsted, who both no longer use the term 'Gifted and Talented' (or G&T); we will now use the term 'Most able' to describe those pupils who have a particular talent or strength within a given subject, to align ourselves with the terminology used by these organisations.

Identification of most able pupils

For reading, writing and maths, we categorise the pupils in terms of those who are 'on track' to meet age-related expectations (ARE), those who are working below ARE and need more support and finally, those who are above this and require extra challenge or extension. Children who are working above age-related expectations are known as the 'most able'.

Class teachers review the pupils formally 3 times per year using evidence from class work, tests and their day to day work. In daily lessons, pupils classed as most able will be given extension work, further challenges, problem solving etc. and often start at a more advanced point than the other pupils.

Strategies for our most able pupils include;

- Building into our schemes of work opportunities for extension and enrichment, where children can deepen their understanding.
- Seeking external opportunities to enhance the curriculum offer for our most able pupils, for instance, Chemistry at Work day at the Black Country Museum, workshops for the most able writers and Dudley Maths Championship. Within school, our 'most able' mathematicians and readers in KS2 act as Champions to support individual pupils in KS1.
- Developing effective pedagogy so that lessons are interesting, stimulating and are appropriately challenging so that they require children to think, evaluate, analyse, explain, be creative and imaginative and do not merely require pupils to recall or describe.
- Providing opportunities for pupils to plan or direct their own learning and learn more independently.
- Where appropriate we aim to personalise the learning of young people by providing clear targets enabling young people to understand what they have to do next in order for them to make progress.
- Offering coaching and exemplification of good classroom practice
- Encouraging our pupils to become 'independent learners' by:
 - Allowing pupils to organise their own work
 - Carry out tasks unaided to stretch their abilities
 - Develop their ability to evaluate their work and become self critical

- The school will work with parents/carers to support the learning of our most-able pupils.
- Occasionally allowing pupils to work with a different year group e.g. maths groupings
- Holding sessions for pupils with secondary school teachers to further develop skills