

## MOST ABLE PUPILS POLICY

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 Reviewed: 22 September 2020<sup>1</sup>  
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 Co-ordinator: Simon Sharples

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### Rationale

This policy forms part of the School's wider commitment to provide an inclusive educational opportunity for all learners and an environment in which they are enabled to realise their potential by being challenged to achieve a greater breadth and depth of understanding. In school we aim to provide a curriculum that is appropriate to the needs and abilities of all of our students. We recognise students as individuals with unique personalities, skills and abilities. Whilst it links clearly with the Inclusion and Additional Educational Needs legislation and policies, we believe as a school that we have a fundamental duty to provide as effectively as possible for our students and this policy represents the good practice to which we are committed. Provision for the Most Able Pupils is the responsibility of all members of staff at Sandwich Technology School.

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)

The aim of this policy is to define terms, set out how we will address the needs of our Most Able Pupils and how we will use it to inform practice in the classroom and the school as a whole.

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### Purpose

We aim to achieve the following:

- to identify the Most Able Pupils within each year group;
  - to provide each student with a suitably differentiated and challenging curriculum;
  - to stretch and challenge our Most Able Pupils so that they achieve their full potential;
  - to foster an achievement culture throughout the school which celebrates both effort and academic success in a wide range of areas;
  - to provide opportunities for our Most Able Pupils to be independent and creative in their learning;
  - to encourage our Most Able Pupils to participate in out-of-the-classroom activities and become role models to other students across the school;
  - to encourage parents and carers to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities.
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### Definition

'Most Able' Pupils are those who have ability or abilities beyond the large majority of pupils in the school and who consequently require more challenging learning. They are identified through an analysis of prior attainment data at Key Stage 2 level and performance in Cognitive Abilities Tests (CATS). Within this will be a smaller number of pupils who show exceptional abilities in one or more subjects in the school's curriculum. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership.

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<sup>1</sup> Implementation (Roles and Responsibilities) section amended to show transfer of responsibilities from 'Most Able Pupils Champion' to 'Deputy Headteacher (Curriculum and Standards)'

Pupils will typically be identified as our 'Most Able' pupils if the data suggests they have the potential to be in the top 5 to 10 per cent of their year group.

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### **Implementation (Roles and Responsibilities)**

Classroom Teacher: It is the responsibility of the classroom teacher to provide opportunities within the lesson to stretch and challenge all pupils in their care. They should also be aware of who the 'Most Able' pupils are in their teaching groups and create time to deepen their understanding in different areas to help these pupils reach their full potential. They are also responsible for monitoring the performance of their pupils.

Form Tutor: It is the responsibility of the form tutor to know who the most able pupils are within their form group and support these pupils through mentoring and target setting to help them achieve their full potential

Head of Department: It is the responsibility of the Head of Department to monitor the provision of the 'Most Able' pupils within their department and progress made by these pupils. They will assist colleagues with differentiated planning and advise others of suitable strategies for extending the 'Most Able' within their subject where necessary.

Raising Standards Leaders (Head of Year): It is the responsibility of the Raising Standards Leaders to be aware of the attainment and progress made by all pupils within their year group. They should know who all their 'Most Able' pupils are and if these pupils are working to their targets. They will be responsible for monitoring the provision put in place for any pupils who are more able but not making sufficient progress.

Deputy Headteacher (Curriculum and Standards): The Deputy Headteacher for Curriculum and Standards will produce reports following each Assessment Point providing clear and accurate information regarding the performance of 'Most Able' Pupils. The reports will capture the overall progress made by all 'Most Able' pupils and analyse their performance by year group, subject areas and according to other characteristics such as gender and Pupil Premium status. These reports will be available for all staff but time and care will be taken to discuss the performance data with Raising Standards Leaders and Heads of Department.

Headteacher: It is the responsibility of the Headteacher to monitor overall policy setting and leading/facilitating staff in their provision for the 'Most Able'. They are responsible for ensuring that provision for the 'Most Able' is reflected in scrutiny and moderation activity, pupil conferencing, lesson observations, work sampling and pupil progress meetings.

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### **Links to other policies/documents**

- Teaching and Learning Policy
  - Homework Policy
  - Performance Management Policy
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