



**THE PIGGOTT SCHOOL**  
**The Piggott School: Charvil Primary**



*'...to be a school which inspires and encourages the highest achievement'*

**Policy for More and Most Able Pupils**

<b>Date last reviewed:</b>	January 2020
<b>Responsibility:</b>	Deputy Head (Primary)
<b>Review Period:</b>	Biennial

**Aims**

The Piggott School: Charvil Primary endeavours to ensure that all pupils reach their potential socially, intellectually, creatively and personally.

As part of this process we will identify pupils who are deemed to be more and most able when compared with children of a similar age. The progress of these pupils will be regularly monitored by teachers, school leaders and governors. They will be provided with an education that challenges, stimulates and enables them to develop depth and confidence.

**Definition**

At The Piggott School: Charvil Primary we define pupils as 'more or most able' if they demonstrate skills, knowledge and understanding at a level *significantly* above that of what is expected for a pupil of that age in more than one area of the curriculum. We may also identify pupils early if they enter Foundation Stage above age related expectation in more than one area of the curriculum, if they leave Foundation as exceeding in more than one area of the curriculum, or if they achieve greater depth within the national standard at KS1 in more than one area of the curriculum (GDS). 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. This could be in one subject or across a range of subjects.

We also recognise that some pupils may have exceptional ability in an area outside the core curriculum areas such as music, art or sport and we endeavour to support these gifted and talented pupils to achieve their full potential.

**Identification and Monitoring**

More and most able pupils are identified by the class teacher, through observations, teacher assessment and performance in standardised tests. Children may also be identified from information from parents, from previous teacher/school or another professional e.g. sports coach, peripatetic music teacher.



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As with all pupils, progress for more and most able pupils will be monitored using the school's data tracking system. A register of more and most able pupils is kept and shared with all teaching and support staff.

The co-ordinator for more and most able pupils is responsible for monitoring the progress of identified pupils using the school's data tracking system. Feedback on this progress will be shared with staff and governors as necessary.

### **Provision**

At The Piggott School: Charvil Primary we use a range of approaches to meet the needs of those identified as more and most able. These include:

- greater complexity of learning activities;
- extension activities;
- opportunities to develop problem solving skills;
- independent work, group work and paired work;
- use of ICT;
- opportunities to develop knowledge and understanding through visits and participation in partnership and larger than school events;
- a range of after school clubs;
- links with secondary school specialist teachers

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 and cross-curricular methods.

### **Parental involvement**

We are committed to working with parents and encourage parents to take an active part in their children's development. Parents will be informed if their child has been identified as more and most able through parental consultation meetings.

We have an open-door policy to welcome parents into school and are able to offer advice for parents on supporting children at home.

### **Roles and responsibilities**

Class Teachers are ultimately responsible for the progress and attainment of all their pupils.



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Class Teachers will:

- take steps to identify the more and most able pupils using the methods identified in this policy
- assess the progress of the more and most able pupils through normal classroom and whole school assessment cycles
- plan and implement appropriate provision
- record strategies used in medium- and short-term planning
- deploy TAs effectively and ensure they are familiar with effective strategies and techniques
- review provision regularly

The more and most able, gifted and talented coordinator and the Deputy Headteacher will:

- ensure all staff involved with identified children know about their particular needs and next steps
- update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs
- monitor the progress made by children
- ensure that provision for these children is reflected in scrutiny and moderation activity, lesson observations, work sampling and Pupil Progress Meetings.

The governor responsible for more and most able, gifted and talented will:

- have oversight of policy and provision for the more and most able, gifted and talented and review this through the SALT Committee.