North Westminster Federation

Hallfield Primary School

Growing, Learning, Achieving Together

Most Able Policy

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Approved by:	Executive Head	**Date:** September 2025
Last reviewed on:		
Next review due by:	September 2025	

Policy aims

At Hallfield, we believe that all pupils are entitled to receive the support and challenge necessary to help them develop their full potential. As a community, we have a growth mindset and seek to provide opportunity for all children. The needs of our Most Able and Exceptionally Able children are supported and developed as part of our overall Curriculum, Teaching and Learning Policy. However, we recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. This document provides guidance for identifying, nurturing and promoting individuals' skills, abilities and talents alongside the already aspirational curriculum, teaching and learning policy and practices.

How we define Most and Exceptionally Able children

At Hallfield we define pupils as 'Most Able' when a child's progress and achievement in a subject exceeds that of **most** of the other children of their age group. These children have mastery of the age related learning and can demonstrate a greater depth of understanding through the application of learning and the increasingly abstract nature of this learning. This also includes children who display exceptional leadership and social skills.

We define 'Exceptionally Able' pupils as those whose capacity for depth of understanding is at the very highest levels across all age related objectives and more. These children may be ready to move on to the learning of other year groups or be working at the standard of other year groups.

At Hallfield, we also look beyond attainment and progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress across the whole curriculum.

How we identify Most and Exceptionally Able children

Using previous key stage performance and progress information, individual targets are set at the beginning of each year to be aspirational and encourage children's individual potential. This includes setting expectations of greater depth learning for previously Most Able and Exceptionally Able children as well as those with the potential to meet these expectations. In addition, all staff share a growth mindset that seeks potential in children and works with parents to highlight the strengths of each individual child. This information is collated at any point in a child's time at Hallfield but specifically through termly reporting of attainment and progress in SIMS and during pupil progress reviews.
Some of the methods for identification are:

- Flexibility in lessons to ensure access of greater depth activities by all children
- Teacher assessment/observations
- Teacher identification using guidance from subject leaders and specialists
- Performance in tests and other formal assessments in accordance with the assessment policy and timetable
- Information from parents

- Information from previous teacher/school or another professional e.g. preschool provision for EYFS, sports coach and external clubs.

Provision

Our priorities for provision

- To monitor track the 'Most Able', 'Exceptionally Able' and potentially Most Able children across the school.
- To engage children and parents in the provision for this group.
- To encourage and support high aspirations for pupils who come from disadvantaged backgrounds, including the use of the pupil premium grant to remove barriers to achieving full potential.
- To deliver effective provision for these children, identified clearly on our planning through challenge, extension activities and guided focus groups.
- To give children broad and regular opportunities outside of the classroom for a wider experience of learning, particularly working with other agencies.
- To ensure all children deepen their individual knowledge and understanding at Hallfield.

In the Classroom

We acknowledge the importance of establishing the prior knowledge, understanding and skills pupils have to avoid unnecessary repetition of work, which can be demotivating. Most Able and Exceptionally Able pupils' teaching and learning should be deeper, broader and more cognitively challenging in its application. We aim to:

- ensure staff are given relevant and continuous professional development across the curriculum
- share what the children have done previously in order to prevent repetition
- provide non-standard, non-routine, interconnected, multi-step thinking activities that require reasoning and justification
- identify appropriate objectives and have explicit greater depth activities to match
- encourage all children to become independent learners and discerning questioners by:
    - organising their own work
    - carrying out unaided tasks which stretch their capabilities
    - making choices about their work
    - developing the ability to evaluate their own work
- give children opportunities across the curriculum to make links and apply learning in varied, non-uniform or increasingly abstract contexts
- set differentiated homework.

Wider enrichment opportunities

Enrichment opportunities out of class will include the following:

- enrichment days
- school clubs
- workshops within school
- membership of Children's University
- visits, experts, master classes
- competitions such as sports, 'Count on us', spelling bees
- themed days/weeks (e.g. international week)
- opportunities for children to become 'experts' and teach others their skills
- residential experiences (year 6).

Roles and responsibilities

Senior Leadership will be responsible for:

- CPD of staff
- target setting
- holding class teachers and subject leaders to account for the progress of these groups through, for example, pupil progress meetings
- reporting to Governors about the progress and attainment of this group
- appropriate use of pupil premium grant funds to support equal opportunities for the group 'disadvantaged'.
- keeping up to date with the latest guidance around Most and Exceptionally Able children.

Subject leaders will be responsible for championing the needs of these children in their subject by:

- supporting the identification of Most Able and Exceptionally Able children
- advising staff of suitable strategies for extending children in their subject
- purchasing and disseminating appropriate resources
- collecting examples of exceptional work
- monitoring provision for the Most Able and Exceptionally Able in their subject
- reporting termly about the provision for Most Able children in their subject and their outcomes.

The class teacher will be responsible for:

- identifying the Most Able and Exceptionally Able children in their class and updating class profiles and sharing information through pupil progress reviews for better tracking
- working towards targets for the Most able and Exceptionally Able in their class
- ensuring appropriate provision through differentiated planning and the seeking of depth through sequencing of lessons
- monitoring the performance of the Most and Exceptionally Able children
- working with parents in identification and provision for Most Able and Exceptionally Able children.

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, the Inclusion Co-ordinator or Head teacher through the school year to discuss any matter.

This policy should be read in conjunction with the:

- Inclusion Policy
- Hallfield SEND Local Offer
- SEND Information Report
- Curriculum subject policies and frameworks
- Assessment policy
- Curriculum, teaching and learning policy

Monitoring and review

The Subject Leader is responsible for the review, coordination, monitoring of the implementation of this policy.