



POLICY FOR MOST ABLE

**Presented to
Governors Sub-Committee (Curriculum and Standards)
1 March 2022**

Date approved: ¹	16 October 2018
Date reviewed: ²	1 March 2022
Date of next review: ³	Spring 2025

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus three years



MOST ABLE POLICY

AIMS

1. To ensure that all children receive an education appropriate to their abilities.
2. To provide teaching which makes learning challenging, enjoyable and ensures students make good progress.
3. To raise the aspirations for all students.
4. To foster high expectations of achievement for all students.
5. To recognise and value high achievement and celebrate success
6. To develop greater enterprise, self-reliance and independence for all students.
7. To identify under-achievement and develop intervention strategies to remove it.
8. To stimulate students through extra-curricular activities and through curriculum enrichment.
9. To compile a Most Able Register and enter this onto SIMS

DEFINITION

Children are defined as Most Able in areas of:

- General intellectual ability
- Specific aptitude in one or more subjects
- The practical, creative and performing arts

The term 'Most Able' will be applied in the following 3 ways:

1. Most Able 'all subjects' students - refers to the top 5% of the students based on assessment at the end of KS2. In light of the Progress 8 GCSE targets, these students will carry high targets in KS3 and KS4. This is a fixed list and students remain on for the entirety of Years 7-11.
2. Most Able 'single subject' students - refers to around the top 5% of students in each subject. Departments will review assessments/performance across the previous year in order to compile the list. These students will be identified as Most Able in individual subjects (and it is possible to be nominated as Most Able in more than one subject). This is a live list and may change each year.
3. Most Able 'progress' students - refers to around the top 5% of students who, at the end of the year, are amongst the highest achievers across a range of core subjects. This aims to acknowledge and support students who do not arrive at the College with the highest results, but who, with hard work, excel during their time at AMVC. This will also be a live list and may change each year.

IDENTIFICATION

Most Able students are identified by making a judgement based on an analysis of various sources of information including:

- End of Key Stage performance
- Teacher nomination (baseline assessment, end of topic test results, modular and examination results or assessment of a specific skill, flair or ability)
- Exceptional performance outside of school

ORGANISATIONAL AND IN-CLASS APPROACHES

Important strategies include:

- Differentiation within subject areas.
- The coherent management of student groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of Most Able students in some groups, there will be students who are identified as more able in all groups.
- The provision of opportunities for Most Able students to work with students of similar ability. This may mean that it is appropriate for students to work with older students occasionally.
- Mentoring and additional provision for students of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- The development of independent learning by allowing students to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- The provision of resources to develop and extend learning beyond the classroom.

OUT OF CLASS ACTIVITIES

The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Department led activities

CO-ORDINATION AND MONITORING

The Most Able Co-ordinator has overall responsibility for:

1. Ensuring that the policy is implemented.
2. Co-ordinating the monitoring of progress.
3. Ensuring that the professional development programme includes relevant aspects of Most Able provision including through the Peterborough and Cambridgeshire Teaching School Hub.
4. Liaising with the Teaching & Learning Group and ensuring as far as possible that all faculties are represented by a designated person with responsibility for Most Able.
5. Liaising directly with the faculty link person responsible for Most Able.

ROLES AND RESPONSIBILITIES

The Headteacher will have overall responsibility for ensuring the policy is carried out.

The Most Able Coordinator will:

- Work with the relevant parties to monitor and update the Most Able student register, putting information onto SIMs. Letters will be sent to parents informing them about their child's Most Able status.
- Update and share the Most Able provision on the College website.
- Work with all staff to ensure Most Able students carry a high profile and that HOD's have an intervention plan for students who are falling behind their targets.
- Work with the Teaching and Learning Coordinator to quality monitor provision for Most Able in the classroom.
- Work with the SCITT, to ensure trainees understand how to support and challenge Most Able students both during their training and beyond.
- Keep up to date with Most Able developments and be aware of external provision.
- Identify students to participate in internal and external events, including summer schools where possible.

- Deliver INSET on the National Quality Standards in Most Able for the whole school.
- Support departments in planning the provision for more able students.
- Promote independent tasks in addition to homework for example PIXL Independence and Knowledge strategies.
- Track the progress of students and liaise with departments and HOYs where underperformance is identified.

Heads of Curriculum Areas will:

- Apply National Quality Standards in Most Able Education to track the provision of the Most Able within their curriculum area.
- Ensure that Quality Standards are being worked towards.
- Identify the key characteristics of a more able student in their subject areas.
- Monitor the progress and provision of students registered as more able in their subject areas.
- Promote independent tasks in addition to homework for example PIXL Independence and Knowledge strategies.

Class teachers will:

- Identify more able students in particular areas and track their progress.
- Set appropriately challenging tasks and learning opportunities within lessons.
- Differentiate appropriately to provide challenge.
- Develop resources which can be accessed and used outside of the classroom to promote independence and offer parental engagement/support.

The Local Governing Committee will:

- Where it is felt appropriate the Local Governing Committee will make recommendations to the Four Cs MAT for resources to support Most Able provision. It is understood this needs to be within financial constraints.

MONITORING AND EVALUATION

The Curriculum and Standards Committee will receive an annual update regarding the provision for Most Able students.

A summary of enrichment activities provided during the year is available on the website.

REVIEW OF THE POLICY

- The Local Governing Committee (or responsible committee) will review this policy in line with the procedure for policy review.
- Date for Review
If no other reason for review (see policy review procedure) this policy will be reviewed in three years.

GUIDELINES FOR PROCEDURES

Provision

Provision can be divided into three clear sections: In Lesson Provision; Beyond the Classroom Provision and Enrichment Provision.

1. In Lesson Provision

Curriculum areas will plan with the needs of all students including those who are Most Able. This could include:

- Challenging within the classroom provision.
- Encouraging 'learning through talk' to develop higher order thinking and questioning skills.
- Considering student grouping.
- Providing in-lesson support.
- Small group withdrawal.
- Monitoring student progress.
- Sharing learning objectives with the students and providing students with opportunities to review their progress and set targets for their development.
- Encouraging acceleration of learning by task and by pace talk so the students achieve depth and breadth within their learning.
- Planning for students to reflect on teacher feedback given and providing appropriate time to correct work to evidence progress.

2. Beyond the Classroom

- A range of activities will be provided by Curriculum Areas for subject specific enrichment

3. Enrichment Provision

- Enrichment provision will be provided by the school and through external partnerships with Universities and organisations.

Monitoring of Student Progress

Most Able students are to be monitored in a variety of ways including:

- Checking progress reports to show achievement /underachievement clearly.
- At PMR review meetings, the progress of Most Able students will be discussed.
- Intervention strategies implemented where under-performance is identified.
- One to one meetings with students, small group work; group work.

Partnerships with Home

- Extra-curricular clubs are advertised via the College Website.
- Communicate appropriate revision strategies to allow parents to support progress and independence at home.
- Parents are updated annually of Most Able by letter.
- Where possible, Most Able events to celebrate student success.

Most Able progress within the school will be monitored by:

- Regular audit of curriculum provision.
- Audit of external exam results against register.
- The school quality monitoring programme for Teaching and Learning.
- Line Management meetings.
- Curriculum Team Meetings.
- The Teaching and Learning Group meetings.