

Most Able Students Policy



Lealands
High School

Most Able Students Policy (NPE)

Lealands High School

January 2025

1. Introduction

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

Our aims:

Excellence in everything we do	Everyone has responsibility	Respect for all
<ul style="list-style-type: none">Everyone achieves success and makes excellent progress	<ul style="list-style-type: none">To prepare young people for life and a positive future	<ul style="list-style-type: none">Everyone is valued for their contribution
<ul style="list-style-type: none">We all continually improve what we do and work hard	<ul style="list-style-type: none">To ensure that school is a safe place	<ul style="list-style-type: none">All are cared for and supported so that needs are met
<ul style="list-style-type: none">We care about being the best we can be and getting the best out of those around us	<ul style="list-style-type: none">To help and support others to grow and succeed	<ul style="list-style-type: none">We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

Our vision is to be:

*Everyone **achieves excellence**, demonstrates **respect for all** and takes **responsibility** for their own actions, while helping others to be successful.*

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

All staff are required to uphold the ethos and aims of the school through the application of this and all school policies agreed by governors.

2. Vision for More Able Students

We will correctly identify and monitor our most able students, ensuring they are suitably challenged and supported to maximise their potential; preparing the learners of today to become the leaders of tomorrow.

3. Rationale

We believe that every individual should have an equal opportunity to develop and achieve their full potential. We believe that the most able child needs just as much support, guidance and encouragement as the less able. We believe that raising the standards attained by the most able helps to create a culture of high expectations, raises the expectations of all students and raise the standards of the whole school (including school ethos).

4. Aims

4.1 The school aims to provide a broad and balanced curriculum, which is both challenging and enriching. The particular needs of most able students will be met through intellectual, creative or physical stimulation, and enriched curriculum opportunities, in order to develop a higher level of thinking skills. This will often be achieved through high quality teaching that teaches to the top and uses the six key principles set out in the schools teaching and learning policy.

4.2 The school aims to:

4.2.1 provide a greater emphasis on creating opportunities for talents to flourish;

- 4.2.2 help students to be positive about attainment and achievement, creating a ethos of learning across all students;
- 4.2.3 enable able students to feel valued and comfortable about their ability;
- 4.2.4 to ensure staff welcome the challenges that able students present
- 4.2.5 to ensure staff are comfortable and confident about working with able students, and feel supported in challenging our most able students.
- 4.2.6 to be a school that celebrates and publicises high individual and group achievement.
- 4.2.7 To be a school that engages with the parents and carers of the most able students, with a view to supporting and enhancing their academic journey

5. student Impact & Other Outcomes

- 5.1 To ensure that all students make the best possible progress, whatever their ability.
- 5.2 To encourage a greater number of students to move on to challenging and aspirational college courses/sixth form courses/apprenticeships and prestigious universities after leaving school.
- 5.3 To raise financial and economic awareness amongst students.
- 5.4 To raise the percentage of students achieving 7 to 9 grades (new GCSEs) at 16.
- 5.5 To raise the cultural capital experience of all students especially our most able learners
- 5.6 To monitor the welfare of the student to ensure they are coping with the demands that can be associated with being a Most Able learner

6. Application

- 6.1 Identification of most able students.
 - 6.1.1 The school will identify a most able cohort of around 10% of the school roll. In addition, each department will identify its own cohort of students who show particular ability in that subject. A wide range of methods will be used to identify most able students including:
 - 6.1.1.1 performance in tackling challenging work;
 - 6.1.1.2 teacher observation and assessment;
 - 6.1.1.3 use of standardised tests (CATS, Progress in Maths, Progress in English);
 - 6.1.1.4 national tests (End of KS2 assessments);
 - 6.1.1.5 parental information;
 - 6.1.2 We will make every effort to ensure that students with a high potential, but who may not be reaching that potential (able under-achievers) are identified, and not simply those who are already achieving at a high standard.
 - 6.1.3 The cohort will be regularly updated (at least termly) to ensure that any students who show developing talent either within a particular area, or generally, are included within the cohort. As a consequence, the cohort of children identified as more able in Year 7 may change. Children identified by these criteria will form the Lealands Most Able Students Register. The School Register is stored electronically and updated as required by both the Most Able Students Coordinator and departmental teams. The Register is used to identify the cohort of students so that relevant parties can be informed and advised to provide appropriate support including; teaching staff, students and parents/carers. It is used to identify students for whom curricular and extra-curricular Most Able Students provision should be made available. Students who are also identified on the PP register will have an extra layer of identification to further highlight to staff. This is stored in the All Staff area of the central Google Drive along with photographs of the identified Most Able Students cohort, most able provision statements for each department, and a log of extracurricular activities
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related to enhance the experience of the most able students.

- 6.1.4 Departments will identify talented individuals within their department who show specific high level attributes within subject skills, For example, high level musicians, artists and sports performers.

6.2 Provision in the Classroom

- 6.2.1 All schemes of work must show the six key principles of Challenge, explanations, modelling, practice, questioning and feedback differentiation and appropriate challenge.
- 6.2.2 Able students must be allowed to move on more quickly to more challenging activities, which help develop higher order thinking skills or to undertake more independent study. Able students should experience activities that promote and develop higher order thinking and problem solving skills and develop their ability to undertake more independent study
- 6.2.3 We recognise the importance of establishing the extent of each student's prior knowledge and understanding, in order to avoid unnecessary repetition of work, which is both boring and very de-motivating.
- 6.2.4 All departments will have a policy statement, which addresses provision for the most able students, highlighting the distinctive nature of each subject area, and subject specific checklists of ability for use in identification of most able students by each subject area. This statement also includes how most able students will be catered for in timetabled lessons for that subject area, and the extra-curricular opportunities that are provided by that department.
- 6.2.5 A wide range of enrichment activities will be offered in the form of after school clubs, which are often very appropriate for able students. This does not, however, exclude other students from joining these clubs or activities.

Departments will provide cultural capital enrichment opportunities for those students identified by them as being most able in their subject area.
- 6.2.6 Most able students will be given access to specific, appropriate and targeted advice and guidance. Platforms such as google classroom will be provided to support students access to further curriculum opportunities and experiences.

6.3 Mentoring & Pastoral Care

- 6.3.1 We recognise that the most able students may have particular needs and care will be taken to ensure that they receive appropriate pastoral support. The Most Able Students Coordinator will liaise with tutors, subject staff and senior staff in relation to specific provision. The following initiatives may be provided:
 - 6.3.1.1 an overall action plan to support improvements for the provision of Most Able Students within the school;
 - 6.3.1.2 a student passport for most able PP and able underachievers which identifies interests, strengths and the needs of each student.
 - 6.3.1.3 termly discussions between the Most Able Students Coordinator, Head of Department, Head of Year and students to review their learning experiences and understand how best to support the most able learners and update the most able student Passport and discuss progress.
 - 6.3.1.4 All identified most able students' progress will be monitored through data produced at tracking points throughout the year, and through analysis of behaviour points, achievement points and attitude to learning grades. There will be appropriate intervention if problems such as underachievement are identified and exceptional performance will be
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celebrated.

6.3.1.5 Frequent contact is made with parents to highlight the work being done to support their child, provide a calendar of key (age related) dates and experiences available to their child

6.3.1.6 Where a child may miss large proportions of schooling due to external commitments such as high level sports commitments or Show performances. The school will support the child through personalised timetables to ensure progress in learning is maintained.

6.4 Appropriate training is arranged for staff to ensure staff have the skill and knowledge necessary to provide high quality provision for the most able students. Training will enable staff to produce extension work, which develops higher order thinking skills.

6.5 Roles & Responsibilities

6.5.1 The Most Able Students Coordinator will oversee and monitor delivery of the provision for most able learners.

6.5.2 Subject leaders and departmental staff will identify students in their subject area and deliver a curriculum that supports and challenges is differentiated to reflect the needs of their Most Able Students. They will work with their departments to produce a policy statement which outlines the provision for students in the Most Able Students-cohort both in and out of lessons.

6.5.3 Subject staff and tutors will use the Most Able Student Passports and their knowledge of the prior attainment and strengths of each student in planning effective lessons to support progression.

7. Monitoring & Evaluation

The provision will be monitored:

7.1 through the whole school AEP, DAEPs and the Most Able Students AEP;

7.2 through lesson observations, learning walks and department reviews;

7.3 through work sampling;

7.4 through link meetings between Heads of Department and SLT Links;

7.5 through termly discussions with students in the most able students' cohort;

7.6 through tracking of progress of students in the cohort and outcomes from public examinations.
