

Most Able Students Policy

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. We want all members of the school community to:

- Enjoy learning
- Be enquiring
- Achieve the best
- Feel safe and secure
- Be happy
- Be well cared for and supported
- Be challenged and make good progress
- Be prepared for a bright future
- Make a valued contribution
- Enjoy a well ordered and stimulating learning environment

Our vision is to be:

“A centre of excellence, nurturing all learners, whatever their needs or interests, instilling high expectations for all and preparing young people for life and a bright future.”

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 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 raise the expectations of all pupils 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 pupils 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 differentiation.
- 4.2 The school aims to:
 - 4.2.1 provide a greater emphasis on creating opportunities for talents to flourish;
 - 4.2.2 help pupils to be positive about attainment and achievement;
 - 4.2.3 enable able pupils to feel valued and comfortable about their ability;
 - 4.2.4 to ensure staff welcome the challenges that able pupils present.
 - 4.2.5 to ensure staff are comfortable and confident about working with able pupils.
 - 4.2.6 to be a school that celebrates and publicises high individual and group achievement.

5. Pupil Impact & Other Outcomes

- 5.1 To ensure that all pupils make the best possible progress, whatever their ability.
- 5.2 To encourage a greater number of pupils 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 pupils.
- 5.4 To raise the percentage of students achieving 7 to 9 grades (new GCSEs) at 16.

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 pupils 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 pupils 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 pupils 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. 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 related to enhance the experience of the most able students.
- 6.2 Provision in the Classroom
 - 6.2.1 All schemes of work must show differentiation and appropriate challenge.
 - 6.2.2 Able pupils 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.
 - 6.2.3 We recognise the importance of establishing the extent of each pupil'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 pupils 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 pupils. This does not, however, exclude other students from joining these clubs or activities.

Departments will provide enrichment activities for those pupils identified by them as being most able in their subject area.

- 6.2.6 Most able pupils will be given access to specific, appropriate and targeted advice and guidance.
- 6.3 Mentoring & Pastoral Care
 - 6.3.1 We recognise that the most able pupils 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 Pupil Passport for each pupil in the identified cohort which identifies the interests, strengths and needs of each pupil;
 - 6.3.1.3 termly discussions between the Most Able Students Coordinator and pupils to review and update the most able Pupil 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 celebrated.
- 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 pupils. 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 pupils in their subject area and deliver a curriculum that 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 pupils 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 Pupil Passports and their knowledge of the prior attainment and strengths of each pupil 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 pupils in the-most able students' cohort;
- 7.6 through tracking of progress of pupils in the cohort and outcomes from public examinations.