



**St Edward's**  
RC/CE VA School

# Most Able Student Policy

**Reviewed and Ratified at the Full Governing Body  
On: 14 September 2017**

**Next review date: March 2019**

**Member of SLT responsible: Catherine Murphy-Parry**

## **MORE ABLE STUDENTS**

### **Introduction**

This school provides for a broad range of abilities as a comprehensive school, and recognises that some students have significantly higher abilities than the national and school average across one or more subjects. The school will ensure that all students are stretched in order to realise their potential. All classes have students that are more-able in a given subject, and there are also students identified as most able, identified by prior attainment at Key Stage 2.

### **Progress for All**

#### **Aims of this policy**

- To ensure that students identified as more and most able achieve their potential.
- To ensure that all students progress rapidly from their starting points, and are continually challenged in their learning.
- To ensure that all teachers identifying more and most able students in their classes, and plan teaching and learning to stimulate and stretch these, and all students.
- To ensure that staff identify and intervene with more and most able students at risk of underperforming.
- To check that the curriculum challenges the more and most able across all Key Stages.
- To ensure that challenging targets for expected progress are set.
- To increase the numbers of students attaining the highest grades. To close the gap between disadvantaged more and most able and those who are not disadvantaged.
- To encourage more and most able students to have the highest aspirations for themselves, including access to top universities both within the UK and Internationally.
- To increase retention of the most able in our Sixth Form.

#### **Purpose of this policy**

- To ensure that all students progress rapidly from starting points and are continually challenged in their learning.
- To ensure that all teachers identify more able students in their subject, and most-able students by prior attainment, and plan teaching and learning to stretch and stimulate such students, ensuring rapid and sustained progress.
- To encourage staff to identify and intervene with more and most able students at risk of underachieving rather than focussing solely on expected progress.
- To gain and monitor an accurate central record of those expected to achieve highly in each subject area.
- To enable resources to be allocated equitably.
- To personalise learning support/intervention to target the more and most able.

#### **Definition**

**More able students** are students performing at the top end of a given class.

**Most able students** represent the top by prior attainment and internal benchmarking.

#### **Identification**

There are a series of ways in which more and most able students are identified. These should be non-discriminatory and will include:

- data from KS2 and KS3 tests where applicable/available
- data from CATS for Years 7-11
- data from GCSEs for 12s
- diagnostic testing

**In addition to data it should be recognised that high achievers may:**

- learn quickly and easily
- generalise from specific facts
- understand meanings and see into relationships
- deal with abstractions
- reason well
- have a high retention and use of specific and general vocabulary
- be very curious
- have a good memory
- show originality or an unusual imagination
- see patterns and make connections
- read fluently at an early age and transfer this skill e.g. to writing
- enjoy working independently
- follow their own lines of thought
- Show compassion, and moral sensitivity
- Question authority
- be keen observers and have a vivid imagination

Teachers will also be invited to nominate students via: referral from lists of subject characteristics/criteria, collection of teacher observations, other relevant curriculum assessments/reports and performance criteria from practical subjects.

**Underachievement**

It is important to remember that not all gifted students show their ability in the classroom. During each round of monitoring, we encourage department scrutiny of prior data to ensure that highly capable students at risk of underachieving are identified and that appropriate intervention is put in place to ensure that no student is left behind.

**Triangulation**

The school operates a triangulation policy whereby students with high prior attainment or working at levels are identified and recorded on a central register which is checked by the SLT member with responsibility for the Most Able students and other relevant staff.

**More and Most Able with SEN**

We recognise that some students in this category may have (among others); Dyslexia, Asperger's traits or behavioural problems. Some may also be on the Pupil Premium register and qualify for support here also. Their needs should be met through quality first teaching; and through the proper differentiation of the curriculum offering breadth, depth, balance and relevancy. Close monitoring of these students through SEN care plan reviews and cross-department communication is essential to ensure that the attainment gap between these groups of students and their gifted and talented peers is therefore essential.

**Provision**

Provision for the more and most able must be made first and foremost within the normal curriculum. According to the DfE Inclusion Statement there are three ways of providing effective learning opportunities for all students:

“An **inclusive** curriculum:

- a) sets suitable learning challenges for all
- b) responds to the diverse learning needs of all

- c) overcomes potential barriers to learning and assessment for individuals and groups of students.

**Inclusion** becomes a particular issue for students who **show ability much above** or much below **their chronological age...**"

**Provision for most able should include:**

- stimulating, well-planned work for classroom and home
- well-differentiated schemes of work
- increased pace, breadth, depth, independence as appropriate
- challenging questioning
- opportunities for sharing with other able students
- accurate and pertinent feedback to promote target-setting
- flexibility in work programmes, study methods and times of delivery
- high expectations
- rewards

**Provision could also include:**

- responsibility within school
- avoiding emphasis solely on academic attainment
- self-review
- mentoring and feedback
- trips
- coaching
- provision for representing county/region/country
- Master classes

At St Edward's we aim to provide as many of these opportunities as possible, whilst ensuring equitable allocation of resources. Subject Leaders must ensure that Schemes of Work and relevant policy documents make reference to provision for more and most able students. Where necessary, CPD is provided for staff to ensure delivery of an appropriate curriculum.

**Student Grouping**

Most and more able students may be grouped in a variety of ways, and in different ways within a single subject. They might be in both ability-based and mixed-ability groups. They should not be isolated because of their need for work at an appropriate level. Work should always be differentiated for them, regardless of the group organisation.

**Pastoral Provision**

Some able students might need targeted support in coping with the pressure of being expected to achieve highly all the time. It will be the Year Leader's responsibility to ensure that they are carefully placed with tutors and their emotional health is monitored. Some students might need additional support to complete work missed whilst representing their area or country in competitions.

**Transition**

Whenever possible, high ability students should be identified by feeder schools. Liaison with feeder schools by Deputy/Assistant Heads and Year Leaders, should generate a list of students to be monitored over the first term at St Edward's. As much detail as possible should be made available to subject teachers, including test scores/papers and portfolio work. The register of most able students in Year 7 will be compiled after their first term at St Edward's in line with their prior data and recent teacher assessments.

Whenever possible, there will be a Transition Project throughout Year 6 prior to the start of Year 7, aimed at giving the most able from feeder schools an experience of an exciting, stimulating learning experience such as the Maths Challenge.

### **Monitoring**

The school undertakes to maintain an updated overview of the progress of most able students. It will be the responsibility of the Subject Leaders and Year Leaders to ensure that these students are offered a curriculum appropriate to their needs and abilities, in the same way as all other students, including those with Special Educational Needs. This will involve tracking the individual needs and progress of the students in a holistic manner. The SLT member with responsibility for the Most Able students will audit provision within Curriculum areas at regular intervals, ideally annually.

This policy will be available on the Q Drive on the staff intranet.