



Most Able Policy

Date approved: Spring 2018

Date of review: Spring 2021

Our Vision

Developing Potential

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Aim

To ensure that all more able pupils are challenged and supported to reach their potential.

Objectives

- To ensure that all most able pupils throughout the school, including disadvantaged most able pupils, make expected progress.
- To ensure that all most able pupils, including disadvantaged most able pupils, achieve ambitious destination outcomes.
- To provide a powerful curriculum that extends and enriches the learning experience of more able pupils.
- To provide challenging teaching that stretches and inspires most able pupils.
- To accurately assess and track the progress of most able pupils so that focused interventions can be used where necessary to support progress.

Definition

What is the right definition for your context?

At St. Luke's, we will be identifying our most able pupils throughout the school. Pupils are considered most able if they are at least 2 steps above age related expectation; therefore the size of the cohort will continually change when assessments are analysed.

Pupils will be selected using triangulation including our internal tracking system, book look and pupil discussion.

Roles and responsibilities

The most able lead will:

- create a tracking system of most able pupils
- work with departments and pastoral staff to put in place appropriate interventions for most able pupils and evaluate the impact of these
- monitor and track the appropriateness of the curriculum of most able pupils
- coordinate the provision of enrichment opportunities for most able pupils
- work with the relevant staff to ensure appropriate and ambitious information and guidance is provided for most able pupils
- work with the relevant staff to ensure that the teaching of most able pupils is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of most able pupils
- keep staff informed of research, good practice and resources on effective teaching of most able pupils.

Who else will be involved in supporting your more able pupils?

The most able pupils will have a designated member of staff from the Senior Leadership to monitor and track their progress. The Curriculum and Pupil Related governor committee will receive a termly report outlining progress and provision of the most able pupils.

Targets

Our most able pupils may be assessed in the band higher than their chronological age on our internal tracking system. Targets will be set using gap analysis including any statements that they have not yet achieved. Pupils will have ambitious end of year targets set based on their starting points.

Curriculum

- All most able pupils will have access to a broad and balanced curriculum that prepares them effectively for the future.
- All most able pupils will have access to a range of enrichment activities beyond the classroom that allow them to develop and pursue their interests.

Teaching

All most able pupils are stretched through challenging teaching in the following ways:

- teaching that unpicks the deep structure of problems
- tasks that build fluency, speed, accuracy and automaticity
- tasks that build abstract thinking and ability to connect beyond immediate context
- unscaffolded tasks
- convergent and divergent thinking.

Assessment

Assessments for most able pupils allow them to build the knowledge and skills necessary for high performance. Therefore assessment for more able pupils is:

- synoptic and varied, preparing more able pupils effectively for synoptic examinations
- memory-based, preparing most able pupils effectively for extended recall
- preparing most able pupils for the knowledge, skills and application into new contexts that they will need to demonstrate throughout their time in school.

Tracking and intervention

As part of our school tracking procedure, all able pupils are identified at every assessment point as performing above expectation, at expectation, or below expectation.

Tracking of most able pupils in core subjects will be half termly and termly in Science and foundation subjects. The progress and attainment of most able pupils will be monitored and swift interventions or first quality teaching strategies will be put into place. The gap analysis tool on the tracking system will be used to identify the statements needing to be targeted in the next term. Impact will be analysed by a member of the Senior Leadership Team. Good practise will be shared within Learning Standard meetings and staff meetings.