



GOOD TO GREAT 'MOST ABLE' STUDENT PROCEDURE SMITHILLS SCHOOL

Introduction

'If we are to succeed as an economy and society, we have to make more of our most able young people. We need them to become the political, commercial and professional leaders of tomorrow.' (www.ofsted.gov.uk)

The most able cohort at Smithills School is identified using students' entry levels in English and Mathematics at the end of Key Stage Two. An achievement of an average Level 5 from their Key Stage Two results is the requirement for students to be identified as a most able student at Smithills School.

It is our responsibility as educators to enable the potential of our most able. Smithills School believes that effective practice for our most able learners is invariably good practice for all students.

1. Rationale for Most Able provision

At Smithills School our aim is to identify our most able students at the earliest opportunity.

- **Improved learning:** A school focus on our most able students invariably leads to improved teaching and learning both in and outside the classroom through more challenging and engaging activities.
- **Raised achievement:** Overall standards rise because all students benefit from these improvements to teaching they receive and the subsequent impact on their learning.
- **Equality:** Every student has an entitlement to have his/her needs met by the school, no matter what his/her ability.
- **Investment in the future:** It is crucial to devise an effective identification policy that caters for both high achievers and potential high achievers.

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Signed:  **(Principal)**

Date: September 2016



2. Aims of the Most Able Policy

At Smithills School, we have the following aims:

- a) To create a robust strategy that effectively identifies and monitors our most able students at Smithills School. (See criteria for identification)
- b) To raise the attainment, aspirations, motivation and self-esteem of our most able students, especially those at risk of underachieving through a programme of enrichment activities throughout the academic year. In order to do so, we will continually aim to meet the social and emotional needs of our most able children as well as their academic needs.
- c) To provide stimulating and challenging experiences through a broad and balanced curriculum that incorporates high quality learning activities that focuses on the particular needs and abilities of each student. We are committed to identifying and meeting the needs of these students as early as possible in order to enable them to achieve their best.

3. Definition of Most Able students

Most Able children are those who achieve, or have the capacity to achieve, significantly above average for a student in their year group.

4. Identification and assessment

The most able cohort is identified using prior attainment data, for example KS2 results in maths and English.

A most able student will be in one or more of the following groups:

- Identification of a year 11 most able is a student with an English and maths KS2 level which averages as level 5 and above.
- Identification of a year 7-10 most able is a student with a reading and maths KS2 level which averages as level 5 and above.

Gifted and Talented

We also have a 'Talented Star' register. This is for students who are certainly able, gifted and talented in a particular subject area, but do not quite meet the requirements of the most able register. Students in all year groups are identified by teachers at the start of each academic year and will have opportunities to further develop their abilities.

There is a register, monitored termly, for each of these groups.

5. Teaching and Learning



At Smithills School we recognise that what happens in the classroom, in every lesson, on every day lies at the heart of the provision for our most able students, and that this is the direct responsibility of every class teacher. Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate and hypothesise. The challenge for teachers is to make every lesson motivating and engaging, and to ensure that most able students can aspire to and realise their potential.

To provide appropriately for our most able students, our teachers will provide a curriculum that:

- is broad and available to all learners
- includes opportunities for open-ended and problem-solving activities
- raises aspirations
- motivates students to succeed
- stretches the most able children and allows them to show what they can do
- provides breadth and range of learning experiences
- develops a range of learning styles

In our day to day teaching, we will:

- provide opportunities for problem-solving, hypothesising and developing thinking skills
- use a range of teaching and learning strategies
- have high expectations of all students
- provide rigorous and constructive feedback to students on their work
- use groupings flexibly
- use appropriate resources to stretch and challenge most able students
- encourage students to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning
- encourage young people to become independent learners and take responsibility for their own learning.

6. Other provision

In addition to formal lessons, we provide other opportunities for students with particular abilities, providing:

- a range of extra-curricular activities that will provide our most able students with opportunities to develop particular talents in all subjects
- educational trips and events that promote and raise aspirations
- an enrichment programme that challenges and supports academic learning
- access to school resources e.g. library, ICT, specialist rooms to allow students to follow and develop particular interests and talents.

7. Roles and Responsibilities

Role of the Most Able Co-ordinator



The Most Able Co-ordinator will provide enrichment and monitor teaching and learning to ensure that:

- the curriculum meets the needs of individual learners, including those who are most able
- most able students achieve in line with their potential
- sufficient resources, support, training and status are provided for the able and talented programme
- there is a whole school commitment to, and support for our most able students
- there is a school policy for most able that provides a clear framework for subject policies or guidelines
- the register of most able students is updated termly
- the school keeps up-to-date with current developments and advice on supporting the most able students
- the school liaises with parents/carers and outside agencies to secure the best possible provision for each student
- each subject area has a most able ambassador

Role of the class/subject teacher

Every class/subject teacher will:

- provide opportunities that will enrich the progress rates of most able students
- ensure that most able students are identified within lesson planning and are challenged to raise attainment and address their individual learning needs.

Liaison with parents/carers

We believe it is essential to work closely with parents and carers to support the development of every student. In particular, Smithills will:

- notify staff of any special achievements out of school
- inform parents when a student is identified as most able
- provide information on raising aspirations and attainment and involvement with outside organisations
- liaise with parents about how they might support their children outside school
- have a dedicated page on the school website which will celebrate the achievements of our most able and star students along with making parents aware of forthcoming events.

8. Monitoring and evaluation

If a most able student at Smithills School is at risk of not achieving their academic potential (identified on COAPs) a programme of intervention will be put in place. This intervention will be student-specific and would include one or more of the following:

Monitoring

- working with parents and carers
- mentoring



- coaching
- additional study support
- leadership opportunities

Evaluation

- student voice
- school performance data
- outcomes of mentoring and coaching programmes
- details of enrichment programmes

The Most Able Co-ordinator and the Senior Leadership Team are responsible for monitoring and evaluating the implementation of the policy, in particular, that:

- the policy is reviewed annually
- the register is reviewed termly
- the progress of our most able students is reviewed termly and monitored and tracked at every opportunity.