



Most Able Policy 2018~2019

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Consultation required	LGB
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1. Philosophy and Rationale

At The de Ferrers Academy we believe in the importance of providing appropriate learning experiences for all students of all abilities. This policy provides guidance as to how we will meet the needs of our most able students by meeting the following objectives:

- To identify the Most Able students
- To produce an accurate register of named students
- To address the needs of the most able through providing support and teaching which makes their learning challenging, engaging and enables them to reach their full potential
- To provide enrichment activities outside the classroom To support self-reliance and independent learning
- To raise aspirations for all Most Able students
- To liaise with parents of Most Able students

2. Definitions of Most Able

There are many definitions of Gifted and Talented/Most Able. The Department for Education defines Gifted and Talented children as “Those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).”

Gifted learners refers to students who succeed in “academic” subjects **Talented** learners refers to students who show ability in Music, Drama, Art, P.E., or other areas such as leadership

Although these titles are expected to refer to the most able 5-10% of the student population it is accepted that in secondary schools the term can apply to up to 40% of

students.

Within the Academy we realise that we have a significant number of students who are Most Able in at least one area of the curriculum. It is therefore expected that these students will be given opportunities within the relevant subject area. We have therefore defined being “Most Able” here at The de Ferrers Academy as having the top Average Point Scores at the end of Years 7-9. These students will subsequently be expected to strive to achieve the highest Attainment 8 scores.

3. Identification

The Most Able students are identified through various sources of information including:

- Initially through Key Stage 2 SATs
- MiDYIS data in Year 7
- First data input from all staff

This information is collected by the Groups Achievement Leader and the register, which is updated at the end of every year, is made available to all staff.

4. Threshold for inclusion onto the Most Able Register

The register is to be reviewed at the end of each year and only the top 30 highest achievers will be included. After every data entry students falling below the top 30 in the year group will be mentored in order to help them attain their place on the register.

Year 7

Initial inclusion onto the register is determined via the first data entry at the end of the first half term. It will consist of the 30 students with the highest APS and also take into account

MidYIS and KS2 SATs.

Year 8 and 9

Inclusion onto the register based on levels entered in final data entry report of the previous year. APS is used to identify the top 30 students.

Year 10 and 11

Inclusion onto the register based on grades predicted at the first data entry of Yr10. The 30 students with the highest **APS** will be identified.

Years 12 and 13

Inclusion is based on ALPS predictions and the predicted grades from the first data entry. Minimum requirement is a set of A Level estimated grades of AAA.

Where possible, students will remain on the register throughout the key stage. This will be a little more flexible at KS3. At the end of Y7 and Y8 the following criteria will be used to make any adjustments to the register.

Students are replaced on the register if 2 of the following apply:

- 1) They are not in the top 30
- 2) They are not within 1 SD of the APS of the Most Able cohort
- 3) Their progress is not within 1 SD of the Average APS progress of the Most Able Cohort

5. Provision

In-class Approaches

Important strategies include:

- The management of student groupings (whether mixed-ability or ability sets)
- The provision of opportunities for the Most Able students to work with others of the same ability
- The mentoring and additional provision for the most able students
- The provision of enrichment/extension tasks which develop learning
- Further Appropriate differentiation, taking into account different learning styles
- The development of independent learning through Assessment for Learning strategies to allow students to organise their own work, carry out tasks unaided, evaluate their work and become self-critical
- The provision for the Most Able students in lesson planning
- Encouraging students to strive to achieve 7-9 scores in all subjects at GCSE and A/A* at A Level

Out of Class Activities

The following activities are offered on a regular basis and, although they sometimes benefit all students, they are particularly apt for those who have potential in certain areas as they provide opportunities to practice and extend their skills further:

- Enrichment days/visits
- Residential experiences
- Academy clubs
- Musical and sporting activities
- National competitions

- Mentoring by specialist staff
- University visits
- Relevant work experience
- Y11 Raising the Bar initiative
- Y11 7up Surgery
- Walking Talking Mocks
- Y11 Most Able tutor group

However, every Faculty offers at least one additional experience for students solely on the register to encourage further development. These activities will be reviewed after they have taken place and modified for the following year if necessary.

Parents will also be given the opportunity to request any support for their child they feel is necessary

6. Parents

The parents of every student on the Most Able Register will be informed of their child's inclusion and that:

- Provision for the Most Able is high on the Academy's agenda
- Faculties will develop strategies to teach the Most Able
- Their son/daughter will be asked to participate in activities aimed at the most able
- Parents will therefore be kept informed of the activities that are taking place in the academy and be able to keep track of their child's participation.
- In some cases, it might be necessary to inform parents that their child is a gifted underachiever or that he/she is being monitored to develop good study practices.

7. Roles and responsibilities

The Groups Achievement Leader has overall

responsibility for:

- Ensuring that the policy is implemented
- Coordinating the monitoring of progress
- Ensuring that the professional development programme includes relevant aspects of provision for the Most Able and delivering INSET where necessary
- Working with relevant parties to monitor and update the register and putting information on SIMS
- Liaising with parents on Most Able issues
- Supporting Faculties in planning for their Most Able learners
- Liaising with partnership schools to ensure successful transition
- Keeping the governing body informed on work within provision for the Most Able
- Attending externally run courses to remain informed of the latest developments

It is the role of the Directors of Learning along with class teachers to:

- Review provision in the schemes for learning
- Use strategies to aid those students identified as Most Able
- Research additional experiences that would benefit the students
- Monitor progress of the Most Able through Faculty Progress Meetings and intervene where necessary
- This policy is to be reviewed on an annual basis by the Groups Achievement Leader in conjunction with the Line Manager, Principal and the named governor for Gifted and Talented.

Written by: Sarah Glover, September 2013

Reviewed and updated by: Mark Kirkland, September 2014

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