



# Alperton Community School

## **MOST ABLE POLICY**

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# ALPERTON COMMUNITY SCHOOL

## MOST ABLE POLICY

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This policy outlines our school's approach to most able students, their identification, management and opportunities for additional provision.

### Principles

We believe that:

*Meeting the educational needs of the **Most Able** is about "building on good general school provision, not about providing something entirely different."* Professor Deborah Eyre, University of Warwick

All students have a right to be stretched and challenged. This includes those who are particularly able in certain subjects or have a wider potential for outstanding educational achievement. Students with exceptional ability may require additional provision, both in lessons and beyond, to achieve success in line with their potential.

We recognise that strategies used for raising standards for the Most Able student will help raise standards for all.

### Definitions

**Most Able** students are identified as having the potential to achieve beyond what is expected of their same-age peers. Students on our Most Able register are those who have been identified using the criteria in Appendix I.

Alperton Community School recognises that **Most Able** students could be tomorrow's social, intellectual, economic, business and cultural leaders. Our school aims to provide the best possible education to meet the individual needs of all students and to help them develop to their full potential.

Students who are potential high achievers are recognised by the school and supported in their development, within and outside of the classroom. Most Able education is understood to be an equal opportunities issue.

### Requirements

The responsibilities of different stakeholders are outlined in Appendix I. In the implementation of

the school policy, we will:

- Ensure Most Able (HAPs) students are identified and that this information is communicated to all relevant members of staff through the CDS.
- Ensure that the most able register is reviewed and updated on a regular basis.
- Ensure that faculties monitor the progress of most able students individually and as a group within their area using subject specific criteria (see Appendix III), with a focus on most able students at risk of under achievement.
- Centrally monitor the progress of specific groups of Most Able (HAPs) students for example those who are EAL or Pupil Premium.
- Evaluate the attainment and achievement of most able (MAB) students in order to inform future

provision.

- Make parents and students aware of the most able programme and the opportunities available to them.
- Work with external agencies: other schools, universities, specialist organisations, to improve provision and for staff professional development.
- Ensure that teachers plan and deliver lessons of sufficient challenge to meet the needs of all students including the most able.
- Provide enrichment opportunities which inspire and motivate all students including those who have been identified as most able.

## **Appendix I**

### **Procedures, advice and guidance**

#### **1. Identification**

Students are identified as most able by a variety of methods, both quantitative and qualitative:

- Standardised, national test and assessment scores/levels: KS2 levels 5+, Midyis scores of 115+, GCSE average point score of 58 or more.
- Teacher nomination using subject specific criteria.
- Feeder school nomination.
- Subject specific data (e.g. Maths Challenge GOLD award)

Identification processes are ongoing to allow entry to the cohort at any point. A review of the register takes place annually in the Autumn term.

#### **2. Provision**

In addition to their full entitlement to the National Curriculum, students who are most able will be given access to curriculum extension and enrichment within and outside the curriculum. An effective classroom environment will deliver pace, breadth and depth in teaching and learning and challenge through differentiation by content, learning process and outcome. The Most Able will normally work within their peer cohort, but specific opportunities will be provided for them to work with their intellectual peers to allow extra challenge to take place.

Extra-curricular provision for the most able is offered through outreach activities with external local, regional and national organisations like Brilliant Club & Talent Engaged.

The school has a Most Able Lead who monitors and plans provision for this group and liaises with parents and the community to meet needs.

#### **3. Co-ordination**

The SLT lead responsible for most able education will:

- Lead the implementation of the policy and the programme for most able students including staff development as required.
- Champion the specific needs of most able students.
- Support faculties and year teams in celebrating the achievement of the Most Able (HAPs) cohort.
- Support faculties and departments in further developing differentiated teaching, curriculum enrichment and extension resources.
- Have an overview of school provision for the Most Able (HAPs).
- Report regularly to the Senior Leadership team (SLT) and to the Governing body.
- With others, monitor and evaluate individual performance of the Most Able (HAPs) cohort.

- Contribute to the school newsletter and staff bulletin to publicise Most Able (HAPs) news.
- Organise the identification of Most Able (HAPs) students in Y7 and to review all year groups annually.
- Disseminate information as required to Governors, Senior Leadership Team, teachers and parents.
- Lead on, and raise the awareness of all stakeholders on issues relating to the policy.
- Provide information and publicity about Most Able (HAPs) provision to parents, feeder schools and the wider community.
- In consultation with the Head teacher, administer the allocated budget on a day-to-day basis.
- Ensure that parents/ carers are notified that their child is on the Most Able (HAPs) register if applicable.
- Encourage partnerships with parents, to listen to suggestions and to value their contribution to provision.

### **Responsibilities**

#### The role of the Senior Leadership team (SLT) is to:

- Oversee a system for efficient collection and dissemination of all information on most able students.
- Monitor and evaluate the development of the policy in each curriculum area to ensure that most able students are identified, catered for and tracked.
- Review the implementation of the policy annually.
- Ensure appropriate staff development is provided for teaching and support staff to raise awareness and to develop skills in identifying and in developing teaching and learning which will benefit all students including the Most Able.
- Ensure that the school curriculum offered is broad and challenging and meets the needs of all students.
- Ensure adequate finances are allocated in the annual budget to allow provision of suitable resources for most able students.

#### The Role of Teaching and Learning Leaders (TLLs) is to:

- Review departmental provision for Most Able in their subject.
- Establish a standardised system and criteria for identifying most able students in the subject area and to review the criteria annually.
- Ensure monitoring of most able students is carried out by staff in their team.
- Ensure that department schemes of work and lesson plans show differentiation for the varying levels of ability within the class.
- Promote a variety of teaching and learning strategies, which challenge and inspire most able students.
- Arrange continuing professional development opportunities and set aside regular departmental time to discuss new ideas, share materials, develop teaching strategies (e.g. peer observation), extension activities and make links with other curriculum areas and outside agencies in order to build up expertise in most able education.

- Make provision for extra-curricular and enrichment opportunities for most able students.
- Review the most able lists for their subject annually.

The Role of the Classroom Teacher is to:

- Recognise that strategies used for raising standards for the Most Able (HAPs) student will help raise standards for all.
- Give students opportunities to extend themselves for example by promoting problem-solving, open-ended and investigative activities within the classroom.
- Recognise that more is not necessarily better. (Most Able (HAPs) students will respond to challenging/higher level work rather than more work).
- Ensure that class and home-learning activities are differentiated to meet the needs of all students including the Most Able.
- Where possible, arrange working groups within the classroom and tutor group, to ensure that the needs of Most Able (HAPs) students are met.
- Be familiar with the agreed identification criteria for their subject and use these to inform lesson planning.

The Role of the Pastoral Managers /Tutors is to:

- Identify and provide support for most able students who may be causing difficulties in the classroom or appear to be under achieving.
- Support and encourage students who are most able to celebrate their abilities and skills.
- Be a point of contact for the parents/ carers of most able students in conjunction with the Senior Leadership team (SLT) lead responsible for Most Able (HAPs) education.
- Encourage most able students to develop their leadership and group working skills for the benefit of the whole school community.

The Role of Governors is to:

- Appoint a link Most Able (HAPs) Governor.
- Monitor the implementation of the Most Able (HAPs) policy and the annual HAPs action plan.
- Nominate themselves in cases where Governors may have skills and abilities that could be used within the classroom or to help with University interviews, careers advice or links with industry.
- Evaluate the impact of the policy with the Senior Leadership team (SLT) lead responsible for Most Able (HAPs).
- Review the Most Able (HAPs) policy in line with other policy reviews.

#### **4. Monitoring, assessment and evaluation**

The effectiveness of the school's provision for its most able (HAPs) cohort will be monitored by the Senior Leadership team (SLT) lead responsible for HAP provision. This will happen by monitoring:

- GCSE & A level outcomes in terms of value- added for the Most Able cohort.
- School engagement & motivation to ensure that students achieve as well as they can both in lessons and in extra-curricular activities e.g. through lesson observation, attendance of clubs.
- Student satisfaction as informed by student interviews and questionnaires (student voice).
- Parental satisfaction as informed by questionnaires and follow up feedback (parent voice).