



**KINGSTONE ACADEMY TRUST  
APPROVED POLICY DOCUMENT**

<b>Most Able Policy</b>	
<b>Relevant School/s:</b>	<b>KHS</b>
<b>Policy Officer:</b>	<b>S Fisher</b>
<b>Approved By:</b>	<b>S Fisher / Quality and Standards Committee</b>
<b>Date of Review:</b>	<b>27.2.18</b>
<b>Next Review:</b>	<b>Annually</b>
<b>Distribution:</b>	<b>Public, on website</b>

## **1. Introduction**

Kingstone High School is committed to providing appropriate learning experiences for all students of all abilities. We aim to provide a provision that is appropriate to the needs and abilities of all our students. In particular, we believe that we have a clear responsibility to engender high aspirations and to equip our students to achieve their potential.

We aim to ensure that every student with the inherent ability to exceed “normal age related expectations” is recognised at the earliest opportunity, and that every possible measure is taken to ensure that they achieve above their expected outcomes.

All staff have a role to play in identifying and meeting the needs of our Most Able students. This will be done within concern for the whole child and their academic, social and emotional needs.

## **2. Definitions of Most Able**

The DfE and Ofsted define the Most Able in terms of those whose progress significantly exceeds age related expectations or whose skills and knowledge may extend beyond the school's measures of progress and curriculum.

Exceptionally Able students are those who have the capacity to achieve or perform at the very highest levels.

## **3. Aims**

We aim to:

- identify students who are Most Able on entry to the school;
- provide personalised education for all students including extension/enrichment, intellectual challenge, self-directed learning/independent learning;
- provide opportunities for all students to develop specific skills and talents;
- ensure that teaching and learning strategies meet the needs of all students, including the Most Able, and that all lessons are clearly differentiated by outcome as well as activity.
- raise aspirations for all Most Able students;
- ensure that Most Able students develop the skills and attributes needed to support their future success such as, critical thinking, presentation and leadership skills.
- liaise with parents of Most Able students.

### **3.1 Identification**

The identification of the Most Able students is a whole school issue. We encompass a range of methods which looks beyond test results and teacher assessment. Kingstone High School endeavours to provide a range of opportunities for students to reveal their abilities, and seeks to adopt a personalised approach.

We will work in partnership with parents and any external organisations who may well take a significant role in provision. The Most Able students will be involved in any discussions and decisions, taking account of level of maturity, personal development needs and well-being.

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

- Key Stage 2 SATs results (4a and above in English and Mathematics)
- Year 7 assessments

### **3.2 Provision**

Most Able students will be provided with the maximum levels of challenge and staff will undertake training as required to ensure that the needs of all learners are met.

#### **This may include the following strategies:**

- The management of student groupings (whether mixed-ability or ability sets)
- The provision of more challenging and differentiated curriculum which may be at a higher age group
- The provision for the Most Able students in lesson planning
  - Work covered in significantly more depth (deeper, critical thinking)
  - Work which promotes higher order and abstract thinking (e.g. handling ambiguity and paradox)
  - Rich questioning
  - Problem solving and enquiry
  - Development of advanced language skills, to include accuracy, precision and fluency
  - Development of metacognition
  - The use of supplementary materials beyond the normal range of resources
- Mentoring and additional provision for the Most Able students
- The provision of enrichment/extension tasks which develop learning and provide opportunities for the Most Able students to practise and extend their skills further:
  - Transfer of knowledge across disciplines
  - The inclusion of additional subject areas where appropriate
- 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
- Encouraging students to strive to achieve 7-9 scores in all subjects at GCSE
- Provision of leadership opportunities

### **3.3 Specific priorities for the academic year 2018 - 19**

- The identification of teaching staff where Most Able provision is a strength, in order that they can support and develop other staff through coaching.
- Further developing assessment for learning practices to include explicit skills tracking.
- Programme of enrichment across the years to engage and enrich all Most Able students
- SLT to lead a Most Able focus week; using learning walks, book scrutiny and scheme trawls, addressing what went well and developmental targets.

## **4. Roles and Responsibilities**

Overall responsibility for the support of Most Able students lies with Mr L Butler (Deputy Headteacher).

**The Senior Leadership Team is responsible for:**

- 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
- Supporting staff in planning for their Most Able learners
- Observing lessons with a particular focus on how the Most Able students are being challenged and engaged at a level appropriate to their potential
- Participating in work scrutinies, ensuring that Most Able students receive feedback which enables them to reach their full potential
- Working with Curriculum Leaders to ensure that Most Able students are experiencing a challenging and differentiated curriculum
- Reviewing provision in the schemes for learning through Line Management Meetings
- Keeping the governing body informed on work within provision for the Most Able

**Subject Teachers are responsible for:**

- Identifying the most able students taught within their department
- Developing subject specific approaches to teaching and learning which support the needs of Most Able students.
- Ensuring schemes of learning have appropriate challenge
- Setting students with highly challenging targets
- Ensuring quality assurance processes are routinely carried out to check that quality of provision leads to the best possible student outcomes.
- Ensuring that their progress of identified students is monitored and that they are supported in reaching their full potential
- Researching additional experiences that would benefit the students outside the curriculum
- Monitoring progress of the Most Able through Departmental Meetings and planning intervention where necessary
- Liaising with parents

**Pastoral Leaders are responsible for:**

- identifying students with marked leadership or social skills;
- providing students with opportunities for leadership and responsibility;
- encouraging Most Able students to identify and explore opportunities in the wider community;
- celebrating student achievement;
- liaising with the Assistant Headteacher responsible for Most Able students

**5. Monitoring**

- A list of all Most Able students will be in the shared area
- Feedback from SLT Lead for Most Able students
- Specific and focused book sampling and work scrutiny of students on the Most Able register
- Lesson Observations that look specifically at Most Able provision.
- Data, tests and reports.
- Student Voice.