



# Granville Academy

## Most Able Policy

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Consultation required	
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## 1. Philosophy and Rationale

Granville Academy believes in inclusivity and ensuring that all students have the potential to achieve at the highest levels regardless of background or ability. Delivering high quality First teaching is fundamental, as is the importance of accurate assessment, effective planning and intervention. It is expected that all students, despite their background or ability, have not only the access to but experience of, appropriate learning experiences that stretch and challenge the individual within the classroom, the curriculum and extra-curricular activities. This policy supports and is an addition to the Teaching and Learning policy.

This policy provides guidance as to how we cater for those students who have higher prior attainment, but also those that have demonstrated potential to achieve to the highest grades. This is a working document, which will be reviewed and edited at least yearly to ensure that our students benefit from the best practice, latest guidance and research. We aim to support and meet the developing needs of our students by;

- Keeping abreast with the latest research and guidance with reference to quality teaching and learning of the Most Able
- Disseminating this guidance/research to teaching staff to strengthen experiences
- Ensuring that learning is both challenging and engaging and as such enables all students, including the Most Able to reach their full potential
- Implement approaches so that students become self-reliant and independent learners
- Identifying a cohort of students who are whole school high prior attainers
- Creating a robust strategy that identifies student who have potential to be high attainers
- Creating a register of high attainers
- Provide and develop enrichment activities
- Raising aspirations for all esp. the most able
- Creating and supporting a culture of celebration where success and aiming high is the norm
- Liaising with parents of the Most Able

## 2. Definitions

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).” In the most basic terms, these students are those whose progress or performance significantly exceeds age related expectations.

In order to remove any potential barriers to understanding of the different, but similar sounding terms and their meanings, our Most Able cohort is made up of the following group of students;

**High Prior Attainers** – these students are a fixed cohort. These are the students who performed highly within their KS2 SATs.

**High Potential Attainers** – this is a flexible cohort, where students represent those who have been identified as having potential to achieve the highest grades at the end of KS4. There will be two lists for this group; One what is whole school, and subject specific (see identification).

It is recognised that some students will be in both lists.

**Most Able** refers to all the students above who are defined as High Prior Attainers and/or High Potential Attainers.

It is expected that the Most Able cohort will make up approximately 5-10% of a particular cohort.

### 3. Identification and register thresholds

Most able students are identified through various sources of information including but not exclusively:

- Key Stage 2 SATs
- MiDYIS data in Year 7
- Transition information (in-year admissions and KS2 to KS3)
- Departmental internal assessments and tracking
- Departmental identification (use appendix 1 as guidance)
- FFTD targets

**High Prior Attainers** will be those students who have an average KS2 SAT score of 116+ which equates roughly to the top 10% of students nationally (currently an average scaled score of 110 puts a student in the Higher ability band and within the top 25% of students nationally) or an average KS2 level of 6c or better.

**Higher Potential students** will be identified by;

1. Subjects - All subjects must identify students in all year groups that have the potential to achieve the top grades of 7+ at GCSE (use guidance appendix 1 for support).
2. Whole school - These students will be identified by MiDYIS assessments. An average score of 130 will automatically place the student on the list. Where a student is identified for Pupil Premium funding, a score of 126 will place them on the list. Or, if the student has been identified by 5 or more subject areas then this will place them on the Whole school list.

Students who are identified as potential higher students will be placed on the register for a minimum of a Key Stage, but can be removed at the end of Key Stage 3 **IF** all interventions, guidance and support (including communication with home) has been unsuccessful in realising the potential or if the student fails to opt for a subject for GCSE study.

Students can be added at the end of an academic year but will stay on the list until the end of that Key Stage as above.

This information is collected and managed by the Lead Teacher for Most Able.

### 4. Provision and class teacher responsibility

It is expected that through quality First Teaching that all students will make good progress, and as such there are many strategies to support and challenge students of all abilities. The suggestions below and those found within Most Able supplement 1 should be used alongside those found within the Teaching and Learning Policy. Although there is a shared understanding that there is no substitute for high quality teaching which allows all students to make progress in their learning.

### **In-class Approaches**

Generic approaches strategies include:

- The management of student groupings (whether mixed-ability or ability sets)
- The opportunity to work with others of the same ability
- The mentoring and additional provision for More Able
- Open ended tasks and questioning
- High expectations of work and attitude
- The provision of enrichment/extension tasks which develop learning
- Deeping tasks rather than extension
- Restricting aides/materials to make student find alternative strategies
- Developing subject specific language
- Plan for different learning styles
- Providing problem solving opportunities
- Provide choice of task and method of completion
- Provide access to alternative materials e.g. National Geographic magazine
- Use of Oxbridge subject interview questions (Most Able Supplement 2)
- The provision for the Most Able students in curriculum and lesson planning

### **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
- Walking Talking Mocks

However, there is an expectation that every Department offers at least one additional experience for students solely on the register to encourage further development. These activities are being constantly reviewed and developed to meet and extend the curriculum and the needs of the Most Able cohort.

## **5. 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
- Departments will develop strategies to teach the Most Able
- There is an expectation that their son/daughter will be participate in activities aimed at the More 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 underachieving, and that he/she is being monitored to develop good study practices.

## 6. Roles and responsibilities

**The Most Able Coordinator has overall responsibility for:**

- Ensuring that the policy is implemented
- Keeping up to date with good practice and the latest guidance and research
- Disseminating this practice, guidance and research with staff
- Ensuring that an active register of Most Able students is accessible to all staff, and that this cohort is easily identifiable on school databases including SISRA and SIMs
- Liaising with parents on Most Able issues
- 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
- Monitoring performance of the whole school Most Able, and challenging where students are in danger of not achieving.
- Challenge departments about monitoring the cohort they have identified, followed up within Line Management meetings
- Challenging departments with their targeted extra-curricular activities for ALL year groups for the Most Able
- Quality assuring Most Able students work and challenging both students and staff where standards are below expectations
- Working with leads across the Trust to develop the provision of Most Able
- Creation and implementation of a Most Able development plan

**It is the role of the Department Head or where delegated to a Lead Teacher for Most Able to ensure that they:**

- Review provision in the schemes for learning and the curriculum
- Use and share strategies that a department use to teach, support and challenge the Most Able (these will be used to update Most Able Supplement 1)
- Work with Trust colleagues within the same department to develop the curriculum and activities that will provide additional experiences and learning opportunities
- Monitor progress of the Most Able they have identified through Faculty Progress Meetings and intervene where necessary
- Ensure that first quality Teaching is happening within the department

