

## Howard of Effingham School

### MOST ABLE STUDENTS POLICY

#### Rationale

This policy will focus on the identification of and provision for most able students at the Howard of Effingham School. It is in keeping with the school's aims, its Teaching and Learning Policy and its commitment to bringing out the best in all students. We therefore aim to create the most appropriate learning environment so that all students can reach their full potential.

To achieve this, we will create the widest possible variety of learning opportunities with differentiated learning activities that recognise different learning rates, styles, interests, abilities and talents.

Date created: SEP 2004

Governors Committee Responsible: CURRICULUM

Implemented: DEC 2004

Senior Manager Contact: JULIE MENHENNETT

Review period: 2 years

Last reviewed: June 2015

Last re-written: MAR 2009

Next due for review: JUNE 2017

## AIMS

We aim to excel at bringing out the best in students of all abilities for their future success and fulfilment, by:

- Identifying most able students as early as possible;
- Involving parents/carers and students in the provision for most able students, supporting students and their parents/carers in order that their full potential is met;
- Ensuring full entitlement and access for most able students to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential;
- Providing increased opportunities for most able students within the classroom as well as offering enrichment activities when appropriate;
- Stimulating and maintaining student curiosity, interest and enjoyment in their own education.

## OBJECTIVES

- To maintain a system that identifies and provides suitable provision for most able students
- The most able lead teacher will oversee the identification of and provision for most able students
- To maintain records of the progress made by most able students, which are regularly monitored within year teams and faculties, and are used to ensure that most able students are achieving their full potential and to put additional support in place as required,
- To provide additional challenges for most able students to further enrich their curriculum
- The most able lead teacher will co-ordinate continuing professional development initiatives for staff through the school's Teaching & Learning Group

The intended outcomes of these objectives are as follows:

- Most able students will make progress towards achieving their targets; be motivated to learn and develop self-esteem and confidence in their ability as learners;
- Teachers and leaders will be familiar with and implement the school's most able policy and approaches to meeting the needs of most able students; communicate effectively with the parents/carers of most able students; have high expectations of students' progress; provide adequate challenge and support for students both in and beyond the classroom;
- Parents/carers will

feel involved as partners in the identification process and provision of opportunities for most able students.

- The headteacher and other senior leaders will fully support and monitor the implementation of the policy through regular liaison;
- Governors will appoint an individual governor who will monitor the implementation of the policy through regular liaison.

## IDENTIFICATION OF MOST ABLE STUDENTS

In line with Ofsted guidelines, we view our most able students as those who start secondary school in Year 7 having attained Level 5 or above in English (reading and writing) and/or mathematics at the end of KS2. In addition, faculties identify students who are considered to be gifted and talented in their subject area.

## PROVISION FOR MOST ABLE STUDENTS

We aim to provide suitable experiences and opportunities for our most able students, principally by differentiation within the curriculum but also through enrichment activities beyond the classroom. The provision for most able students is organised in line with the five components of personalised learning.

### Assessment for Learning

AfL procedures are embedded in lessons at the Howard of Effingham School where assessment and feedback are an integral part of lessons. Students are regularly expected to measure their own progress and identify ways of improving their own performance. With guidance from the teacher, students are encouraged to set and work towards suitably challenging targets that recognise their most able needs.

### Effective Teaching and Learning

The school's Teaching and Learning Policy outlines a best practice lesson at the Howard of Effingham School where:

- All good lessons should contain an element of challenge. If work is too easy, students complete it quickly and look for other avenues to explore. Work needs to be pitched accurately and there should be extension activities for faster workers.
- The lesson includes differentiated resources, strategies and activities. Particular consideration needs to be given to ensuring the progress of most able students.
- The lesson has well-focused, differentiated homework given as early in the lesson as possible and that is an integral part of the learning process. This must allow students of all abilities the opportunity to experience success and challenge.

## Curriculum Entitlement and Choice

The curriculum organisation of the school at all Key Stages enables most able students to access a curriculum of appropriate breadth and depth to meet their needs. Students are set in many subjects. Differentiation is a key part of the Teaching and Learning policy. Students who have been identified as most able will be invited to be involved in an extra qualification. Year 12 students will be offered the Extended Project Qualification. This course runs alongside their other subjects and allows the students to develop skills in researching, planning and presenting as they explore a topic of their interest.

## Organising the provision

The lead teacher for the most able oversees the provision for these students both within the classroom and beyond through liaison with faculties

Each faculty is responsible for ensuring that most able students are:

- Identified
- Supported
- Provided with high quality enrichment and extension
- Encouraged and monitored in their participation

Each Year Leader is responsible for providing those students who demonstrate particularly strong leadership skills the opportunity to use and develop these.

## Beyond the Classroom

Enrichment activities for most able students will be offered where they become available. These may be through extra-curricular activities, curriculum enrichment opportunities within school or educational visits. The most able register will be used to identify students for whom these activities will be suitable.

## TRANSFER & TRANSITION

The school is committed to collecting and using information about most able students from feeder primary schools in order to stretch and challenge these students in and out of the classroom.

## **PARTNERSHIP WORKING**

We recognise the importance of partnership working to enhance the provision for most able students. As a result we:

- work closely with the Howard Partnership schools to ensure that opportunities for most able learners are consistent within the partnership
- work with local secondary schools through the Guildford most able network and local primary schools through the Effingham Learning Partnership to share best practice.

## TRACKING AND INTERVENTION

The performance and progress of most able students will be monitored by the form tutor, Year Leader, and the SLT via termly progress reports. Heads of Faculties are responsible for monitoring the quality of provision, the participation and the progress of the identified students. Where multiple subjects are concerned, Year Leaders are responsible for co-ordinating any necessary intervention.

The lead teacher for the most able will monitor each faculty and each year group to ensure the suitability and accessibility of the experiences being offered. Annual progress reports from Year Leaders and Faculties will provide information on the effectiveness of most able provision.