

## **POLICY FOR THE MOST ABLE**

### **Aim**

Our aim is that the Most Able students at Icknield High School will:-

- be correctly identified in specific subject areas;
- have their potential realised through classwork and home learning that is tailored and matched to their individual needs;
- be able to study in a climate where students are confident to take risks with their learning;
- have opportunities inside the classroom and through extra-curricular and/or enrichment provision, to develop their skills, ability and talents;
- have their emotional/social needs considered alongside intellectual needs;
- have their progress monitored and supported by appropriately trained staff;
- have their parents involved in the process that recognises and nurtures their talents.

### **Rationale**

At Icknield High School we aim to raise achievement for all students. Each student needs to develop the skills and attributes required to take an active and valuable part in their local, national and global society. We offer a varied curriculum and have an active policy of inclusion. We aim to stretch all children, academically, to achieve their full potential. The key element in our teaching and learning is to provide a challenging curriculum aimed at the most able but made accessible to all students by tailored differentiation which enables them to uncover their full talents and ambitions.

### **Definition & Identification**

At Icknield High School we regard our Most Able students as possessing expertise in a developmental stage. This means those students who display, or have a potential to display, exceptional performance in one or more areas of endeavour, be they academic, expressive or social.

We acknowledge that being exceptionally Able maybe subject specific or more general.

All departments have published the criteria that they use to identify those students who are Most Able in their subject area.

The Most Able register is made up of students identified as being multiply or exceptionally Able in two or more subject areas through a combination of primary school identification, CATs data, NGRT data, internal assessments and classroom observation. Students will be identified as Most Able if they have a Cognitive Ability Test score of 124+ in two areas (verbal, non-verbal or quantitative reasoning) or with a mean score of 120+ across all three areas.

Human ability is flexible and wide-ranging and therefore there is no single method of identifying Most Able students. The identification of such students will always be made through a process of consultation and discussion with school staff, the Co-ordinator for the Most Able, the student themselves and parents. The Register is reviewed regularly and students will be added and removed as appropriate. As with identification, any amendments made will be the result of discussion between the Co-ordinator for the Most Able, school staff and the student.

### **Provision**

Each Department will develop its own policy, strategies, resources and enrichment activities related to their subject area, designed to challenge and extend the learning of our Most Able students in day to day lessons. Provision for Most Able must be an explicit and integral part of each Department's Scheme of Work. It will cover

many subject specific areas but may include providing access to higher level tasks and resources, specific research tasks, problem solving activities, risk taking, development of leadership skills, higher level thinking skills and opportunities for creativity and diversity.

Provision should not be at the expense of other students in the classroom. Enhanced provision targeted at the Most Able students should involve all students in the class and so enhance/extend the learning of all.

**Success Criteria**

We expect to see:

- More students who value academic success, hold it in high esteem and who are rewarded accordingly.
- A strong school culture where academic success and ambition is seen as desirable by all students.
- A rich and varied provision in the classroom and in whole school activities which engage and motivate the most able students.
- An increase in the percentage of A/ A\* grades achieved across all subjects.

**Monitoring**

Students will be regularly assessed and set targets by subject staff and all students will be encouraged to take an active part in any discussion of their current achievements and projected progress. The success criteria for Most Able students will be to set and achieve ambitious targets at identified stages in their education. Such targets should be both quantitative (e.g. grades) and qualitative (e.g. leadership, participation).

The Coordinator for the Most Able will work with all staff (though Heads of Curriculum Area and Pastoral Leaders) to identify, track, support and challenge the Most Able students, including those at risk of under-achieving. Subject departments will maintain individual policies for the identification of, and enrichment provision for, the Most Able students along with intervention strategies for identified students who are underachieving. Such provision will form part of each departmental Subject Development Plan annually and will be formally evaluated each academic year.

**Monitoring & Evaluation**

The cohort of Most Able students will be monitored:-

- By the class teacher on a lesson to lesson basis
- By the SL at regular intervals by scrutiny of work, Progress Checks, Reports, test or exam results and monitoring of subject planning and provision
- By the Coordinator for the Most Able at regular intervals including monitoring the variety of provision and opportunity, and monitoring the Progress of specific groups of students
- By SLT as part of School Self Evaluation, through review meetings with SL, through observations, scrutiny of planning and tracking of data.

Agreed by the Governing Body	on..... Implementation to be monitored by..... Deputy Headteacher
Reviewed	on .....
To be reviewed	by .....