



Working together to promote & celebrate achievement

Draft Most Able Policy

Revised and applicable from June 2017

Signed:

A handwritten signature in black ink, which appears to read "Irene Papadopolou". The signature is written in a cursive style with a long horizontal stroke at the end.

1. Context.

Plashtet School is committed to ensuring that all students are afforded excellent opportunities that contribute to them making outstanding educational progress. We recognise that all students should be given the opportunity to achieve their potential and therefore have the highest expectations of all our students.

In their 2012 report '**Educating the Highly Able**' The Sutton Trust states:

'Ensuring that the brightest pupils fulfil their potential goes straight to the heart of social mobility, of basic fairness and economic efficiency.'

This sentiment is echoed in an Ofsted report from 2015 titled '**The Most Able Students - An update on progress since June 2013**':

'It is crucial that our most able students fulfil their potential. We need to harness the talents of these students so that they can become the next generation of business, intellectual and political leaders. If we succeed, it will benefit not only them as individuals but our country as a whole.'

A large number of our students are in receipt of the pupil premium grant, continue to be registered for free school meals and will be first generation university applicants. We believe therefore that it is our responsibility to ensure that those girls who join us with high prior attainment leave Plashtet having made exceptional progress and with excellent GCSE grades. By excellent we mean A and A* grades in terms of the legacy specification GCSEs and grades 7, 8 & 9 in terms of the revised qualifications. Our programme for Exceptionally, Highly and More Able students supports all our most able students so that they are equipped to secure a place with an outstanding KS5 provider offering the platform from which they might achieve an undergraduate place at a Russell Group University and go on to become "the political, commercial and professional leaders of tomorrow".

2. Aims and Objectives.

The aims of the Programme for the Most Able Students at Plashtet School are as follows:

- To develop a culture and ethos of challenge and support for our most able students from entry into KS3.
- To support the successful transition of our most able students into KS3.
- To ensure that between entry to KS4 and KS5, our most able students make excellent progress in their learning and attainment.
- To support our students to aspire towards and attain the very top grades 7-9.
- To nurture our most able students in development of confidence, high ambition and scholastic excellence.
- To help our most able students flourish and leave Plashtet with the best qualifications, prepared with a skill set to support effective study at KS5 and beyond.
- To support families of our most able students to overcome the financial and cultural barriers to further and higher education.
- To diminish the difference in outcome between students from a disadvantaged background and other students.
- To work towards closing the gap between outcomes of students in selective and non-selective schools.

All staff have a duty to support and increase the ambitions of our most able students. To translate this vision into practice, the Leadership Team, Middle Leaders and the Most Able Team work with and communicate with all staff to raise awareness of students within this group to ensure the following objectives are fulfilled:

Objectives:	Responsibility:
Provision is made to ensure successful transition between KS2 and KS3. Levels of challenge in Year 7 are monitored to ensure the most able students continue to make progress and do not simply 'tread water'.	Year 7 Pastoral Team KS3 Most Able Coordinator Classroom teacher Subject Leaders Curriculum Leaders Leadership Team
Provision is made within lessons to increase levels of stretch & challenge in both KS3 and 4 for our most able students.	Classroom teacher Subject Leaders Curriculum Leaders Leadership Team
Provision made within lessons to increase levels of stretch and challenge is monitored and evaluated effectively.	Classroom teacher Subject Leaders Curriculum Leaders Year Coordinators KS3/KS4 Most Able Coordinator Leadership Team
All staff and students are aware of the accelerated levels of progress anticipated for our Most Able students – students are expected to make excellent progress & aspire towards grades 7-9.	Classroom teacher Subject Leaders Curriculum Leaders Year Coordinators KS3/KS4 Most Able Coordinator Leadership Team

3. Identification.

Due to educational reform, we are currently operating a mixed approach to the identification of the most able students.

Current attainment boundaries for identification:

	Exceptionally Able	Highly Able	More Able
Year 7	KS2 Ave Scaled Score 117+	KS2 Ave Scaled Score 112.5	KS2 Ave Scaled Score 109
Year 8	Average KS2 ≥ 5.56	Average KS2 5.36 - 5.55	Average KS2 ≥ 5.23
Year 9	KS2 Maths $> 5a$ KS2 English $> 5b$	Average KS2 5b	Maths Average 5b English Combination 4b, 4a, 5c, 5b
Year 10	Maths $> 5a$ English $> 5b$	Average KS2 5b	Maths Combination 4a, 5c, 5b English Combination 4c, 4b, 4a, 5c, 5b, 5a
Year 11	Average KS2 $> 5b$	Average KS2 5b	Maths Combination 4b, 4a, 5c, 5b English Combination 4c, 4b, 4a, 5c, 5b

We will use student CAT scores to identify anomalies in attainment. Where a student has a high KS2 score, but a low CATs score this will flag the need for early intervention. The reverse however is also true, where students demonstrate a high CATs score, but lower KS2 score, this will also flag early intervention as this will indicate potential in the student to make more than expected progress.

4. Identified Students: Academic Year 2016 - 17

	Exceptionally Able	Highly Able	Exceptionally & Highly Able	More Able	Total Students
Year 7	10	29	39 (14%)	44	83 (31%)
Year 8	10	19	29 (11%)	23	52 (19%)
Year 9	12	27	39 (14%)	26	65 (24%)
Year 10	21	40	61 (23%)	68	129 (48%)
Year 11	18	37	55 (21%)	54	109 (41%)
Year 12	12	46	58 (21%)	45	103 (38%)

5. Inclusion.

The Most Able Team endeavour to work with students and their families to overcome any cultural and financial obstacles and widen access to the EHMA programme where parents have not attended university (first generation university applicants) and where students are eligible for free school meals and/or in receipt of the Pupil Premium Grant. Where there is limited programme capacity, first generation university applicants and FSM most able students will be prioritised when appropriate.

	Exceptionally Able			Highly Able			More Able		
	FSM	Disadvantaged	Other	FSM	Disadvantaged	Other	FSM	Disadvantaged	Other
Year 7	1	0	9	5	6	23	8	6	36
Year 8	2	5	5	3	7	12	5	13	10
Year 9	1	6	6	5	15	12	4	11	15
Year 10	2	12	9	0	22	18	7	39	29
Year 11	6	13	5	5	24	13	5	31	23
Year 12	1	7	4	3	17	29	5	14	31

Some students who are new to the country and are learning English as an additional language, for example, might not have Key Stage 2 results, in these cases the Most Able team will work with the EAL team to ensure those students deemed to have potential are identified as Most Able and therefore access the programme offered.

6. Curriculum, Teaching & Learning

We believe all students should be offered the opportunity to thrive in their learning and as such, support a teaching and learning model which promotes 'teaching to the top' and therefore support all students to thrive in their learning. Most Able students will be provided with the maximum levels of challenge in everyday lessons and we will ensure all teachers can sufficiently meet the needs of the Most Able students.

Curriculum and Subject Leaders will their curriculum completely encompasses and never restricts a student's potential. They can do this by ensuring:

- All teachers plan for rigour and depth in the subject matter they teach beyond the potential attainment of all learners in their class.
- Questioning is appropriate and targeted.
- Learning design promotes problem solving and enquiry.
- Development of literacy and language skills, include greater accuracy, precision and fluency.
- Independent work and self-study are promoted .

- Metacognition is developed.
- Students are supported to transfer of knowledge across disciplines.
- Provision of effective leadership opportunities.
- Higher order and abstract thinking.

In addition, the Most Able students will have the opportunity to attend master classes, lunchtime clubs, after school activities and residential visits allowing for further development.

7. Monitoring Attainment.

At predefined data points the Most Able Team will review the progress and attainment of all identified students. Where insufficient progress or underachievement is identified the Most Able Team will liaise with curriculum leaders and year teams to ensure under attainment is addressed.

8. Specific Provision and Intervention:

Specific provision and interventions apply to each group as follows:

For those students identified as Exceptionally & Highly Able, the Most Able Team will:

- Review student attainment at each data point.
- Identify any student in need additional support.
- Raise awareness of students in need of additional support.
- Work directly with these students to diagnose and understand the reasons for inadequate progress.
- Put in place a package of support to ensure attainment is increased and systematic monitoring of attainment continues.

We will increase awareness of further & higher education and target curriculum enrichment to:

- Increase and develop the skills, confidence and attitudes needed to succeed at the best universities and in employment.
- Allow students to pursue their passions and increase levels of subject knowledge by providing additional stretch and challenge within the wider curriculum.
- Deliver motivational visits, workshops and assemblies to increase engagement with learning.
- Offering IAG (Individual, Advice & Guidance), to increase careers guidance and ensure the best choices are made by the student at KS4/KS5.
- Work with students and support them in developing the necessary skills and portfolio to secure a place in the best schools, sixth forms and colleges at KS5.

For those students identified as More Able, the Most Able Team will:

- Review student attainment at each data point with feedback to the year team.
- Raise awareness of students in need of additional support.
- Support the Year Team & subject departments to address underachievement as required.

We will also increase awareness of further education by:

- Support the CEIAG lead to monitor IAG, to increase careers guidance and ensure the best choices are made by the student at KS4/KS5.

9. Exceptionally. Highly and More Able students in Arts and Sports

At Plashet School, we recognise that all of students are unique and demonstrate their commitment and dedication to their education in variety of ways. Some students through hard work and repeated practice may excel in areas of the curriculum requiring visual-spatial or practical skills for example Art, Music, Drama and PE. Through the Programme for the Most Able students, we are committed to working with the these areas of the curriculum. We will dedicate funds from the Pupil Premium Grant and the budget for the Most Able to inspire, motivate and enhance the passions of these students in their chosen field.

10. Responsibilities:

The Role of the Leadership Team:

- To promote a culture and ethos within the school so that the needs of the most able students are supported.
- To ensure appropriate staff development is provided for teaching and support staff to raise awareness of the needs of our most able students and develop additional skills in planning for teaching and learning strategies that offer a sufficient level of stretch and challenge.
- To ensure that the school curriculum offer is challenging and meets the needs of most able students.
- To ensure adequate finances are allocated in the annual budget to ensure appropriate enrichment and resources are available.

The Role of the Most Able Team:

The Most Able Team consists of the member of the Leadership Team with responsibility for the achievement of the Most able students, a dedicated lead teacher in KS3 and dedicated Lead teacher for KS4.

- To co-ordinate the implementation of the policy and the Programme for the most able students.
- To review KS2 data and CATs results to effectively identify the most able students.
- To ensure all teachers have a thorough and detailed knowledge of the most able students in their classes.
- To carry out rigorous monitoring of students' progress in line with agreed school data points and swiftly address any underachievement to prevent students from falling behind.
- In line with the specific aims of the programme (see specific provision and intervention); to provide an effective enrichment programme tailed to the needs of our most able students.
- To contribute to the coordination of staff CPD in planning for teaching and learning strategies that provide stretch and challenge.
- To monitor most able provision across the school using school self-review procedures.
- To disseminate information as required to governors, senior management, teachers, parents & the examinations officer.
- To plan the budget annually and administer the budget on a day-to-day basis, including effective access and allocation of the Pupil Premium Grant.

The Role of the Curriculum/Subject Leader:

- To review the departmental policy for inclusion in departmental handbooks.
- To ensure that department schemes of learning and lesson plans show differentiation for the varying levels of ability within the class and promote stretch and challenge.
- To arrange CDP and set aside regular departmental time to discuss new ideas, share materials, develop challenging teaching strategies and stretch/challenge activities.
- To increase the educational experience for our most able students by providing enrichment activities and making links with other curriculum areas and outside agencies.

- To liaise with the Most Able Team as required regarding the attainment and progress of our most able students.

The Role of the Classroom Teacher:

- To recognise that planning for stretch and challenge within teaching will increase learning and raise achievement of all students.
- To offer adequate opportunities for students to extend their subject knowledge, thinking and skills by offering a collaborative approach to learning and promoting student centred learning, problem-solving, open-ended and investigative activities within the classroom.
- To recognise that more is not necessarily better. Our most able students will respond to challenging work rather than more work.
- To ensure that class and homework activities are differentiated effectively to meet the needs of all students including the most able.
- To liaise with the Most Able Team as required regarding the attainment and progress of our most able students.

The Role of the Year Co-ordinator:

- To support the Most Able Team in reviewing and monitoring the attainment of our most able students.
- To support the Most Able Team to diagnose barriers to learning and source effective and swift intervention for our most able students.
- To support the form tutor to address any underachievement in our most able students.
- To liaise with and increase the role of parents in the education of our most able students to as required.
- Encourage most able students to develop their leadership and group working skills for the benefit of the whole school community.

The Role of Governors:

- To review the Most Able Policy and monitor its implementation.
- To annually receive a report on the achievement of the outgoing Year 11 EHMA students as well as updates on the EHMA cohorts within school.
- To termly receive an update regarding EHMA activities.
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11. School Self-Review

The purpose of this exercise is to increase the culture of scholastic excellence, where the highest standards of academic work are recognised as important. The Most Able team will ensure learning, assessment, feedback and home learning are all suitably challenging across all academic subject areas by contributing to whole school self-review procedures as follows:

- Offering effective support to Subject Leaders and Year Coordinators to ensure effective review of Stretch & Challenge across the curriculum.
- Providing supplementary self-review as follows:

	KS3	KS4
Learning walk	Spring term	Spring Term
Exercise book Monitoring	Summer term	Summer term
Student Focus Group	Year 7: Spring Term Year 8: Summer Term	Year 9: Spring Term Year 10: Autumn Term

12. Implementation, Evaluation and Assessment

Dissemination of the Policy

All staff members and governors receive a copy of this policy. Further copies are available from the Most Able team on request. The policy has been fully discussed by the governors.

Training and Support for teachers

For all beginner teachers and newly qualified teachers, professional development and training is provided by the Most Able team on an annual basis. The Most Able team may and will use allocated staff CPD time as forum to deliver additional training or support for teachers in any aspect of Most Able education as required.

Evaluation

The policy is reviewed using a consultative process, in which feedback is sought from a variety of stakeholders on an annual basis. This includes information received as part of the school self-review process.