



Working together to promote & celebrate achievement

**Plashet School Policy**

**For**

**The Provision for  
Exceptionally, Highly and More Able  
Students**

**Revised and applicable from November 2014**

Reviewed by Sarah Heath, Deputy Headteacher

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

**Signed:**

**Chair of Governors**

## **Context:**

“National data show that just over a quarter of the pupils who achieved Level 5 in English and mathematics at the end of Year 6 did not make the progress expected of them in their non-selective secondary schools. As a result, they failed to attain at least a B grade in these subjects at GCSE. In 2012, 20% of the 1,649 non-selective schools with sixth forms teaching A levels failed to produce a single student with an A-level grade profile of at least two A grades and one B grade in at least two of the facilitating subjects required by many of the most prestigious universities”

Ofsted ref 130118 – The Most Able Students - Page 6

At Plashet School, 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 the Ofsted report: ‘The most Able students’:

“If we are succeeding as an economy and society, we have to make more of our most able young people. We need them to become the political, commercial and professional leaders of tomorrow.”

Many 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. It is on this basis, we believe it is our responsibility to ensure that our high attaining students leave Plashet School having made rapid progress in their attainment and with the best GCSE grades. Our programme for Exceptionally, Highly and More Able students supports all our most able students so that they are equipped to secure a place within 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”.

## **Aims:**

The aims of the Programme for Exceptionally, Highly and More Able students (EHMA) at Plashet School are as follows:

- To develop a culture and ethos of challenge and support for our most able students from entry into KS3.
- To ensure that between entry to KS4 and KS5, our most able students make rapid progress in their learning and attainment.
- To nurture our most able students in development of confidence, high ambition and scholastic excellence.
- To help our most able students flourish and leave Plashet School 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 close the gap between successful outcomes between students from selective and non-selective school backgrounds.

### Definition:

For the purposes of access to the Exceptionally, Highly and More Able Programme (Sept 2013), on entry at KS3, students are defined on the basis of CATs results and KS2 data in Maths and English as follows:

	<b>Exceptionally</b>	<b>Highly</b>	<b>More</b>
Year 7	5a or above in maths 5b or above in English and CATs = 110+	5a, 5b and CATs = 100+	4a, 5c, 5b, 5a
Year 8	5a or above and CATs = 110+	5a, 5b and CATs = 100+	4a, 5c, 5b, 5a
Year 9	5b or above and CATs = 110+	5a, 5b, 5c and CATs = 100+	4a, 5c, 5b, 5a
Year 10	5b or above and CATs = 110+	5a, 5b, 5c and CATs = 100+	4a, 5c, 5b, 5a
Year 11	5b or above and CATs = 110+	5a, 5b, 5c and CATs = 100+	4a, 5c, 5b, 5a

### Identified Students: Academic Year 2014/2015

	<b>Exceptionally Able</b>	<b>Highly Able</b>	<b>More Able</b>	<b>Total students</b>	<b>Exceptionally &amp; Highly Able</b>
Year 7	15	23	85	123 (46%)	38 (15%)
Year 8	17	30	77	124 (46%)	47 (17%)
Year 9	11	19	76	106 (39%)	30 (11%)
Year 10	12	46	48	106 (39%)	58 (21%)
Year 11	15	22	40	77 (29%)	37 (14%)

### Strategy & Intervention:

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 EHMA team work with and communicate with all staff to raise awareness of students within this group to ensure the following objectives are fulfilled:

<b>Objectives</b>	<b>Responsibility:</b>
<b>Provision is made within lessons to increase levels of stretch &amp; challenge for our most able students.</b>	Classroom teacher Head of Department Curriculum Manager Leadership Team
<b>Provision made within lessons to increase levels of stretch and challenge is monitored and evaluated effectively.</b>	Head of Department Curriculum Manager Leadership Team
<b>All staff and students are aware of the accelerated levels of progress anticipated for all EHMA students – students are expected to make Rapid Progress.</b>	Head of Department Curriculum Manager Leadership Team

At predefined data points the EHMA team will review the progress and attainment of all our most able students. Where insufficient progress or underachievement is identified the EHMA team liaise with curriculum leaders and year teams to ensure underachievement is addressed.

#### **Progress Check & Full academic report monitoring for Academic Year 2013/14:**

	<b>Progress Check</b>	<b>Academic Report</b>
<b>Year 7</b>	December 13	April 14
<b>Year 8</b>	December 13	March 14
<b>Year 9</b>	November 13	July 14
<b>Year 10</b>	November 13	July 14
<b>Year 11</b>	Professional predictions Sept 13	February 14

In addition, the EHMA team will carry out a monitoring exercise on a sample of EHMA student work in the Autumn and Summer terms. The purpose of this exercise will ensure learning, assessment, feedback and home learning is suitably challenging across all academic subject areas therefore increasing the culture of scholastic excellence, where the highest standards of academic work are recognised as important.

#### **Specific Provision and Intervention:**

Within the Programme for Exceptionally, Highly and More Able students, students are identified as either Exceptionally, Highly or More Able. Specific provision and interventions apply to each group as follows:

<b>Exceptionally Able</b>	<p><b>The EHMA team will monitor attainment and ensure rapid progress is made by:</b></p> <ul style="list-style-type: none"> <li>• Reviewing student attainment at each data point</li> <li>• Working directly with any student who demonstrates underperformance to diagnose and understand the reasons for inadequate progress</li> <li>• Putting in place a package of support to ensure attainment is increased and systematic monitoring of attainment continues</li> </ul>
---------------------------	--

	<p><b>We will increase awareness of further &amp; higher education and target curriculum enrichment to:</b></p> <ul style="list-style-type: none"> <li>• Increase and develop the skills, confidence and attitudes needed to succeed at the best universities and in employment</li> <li>• Allow students to pursue their passions and increase levels of subject knowledge by providing additional stretch and challenge within the wider curriculum</li> <li>• Delivering motivational visits, workshops and assemblies to increase engagement with learning</li> <li>• Offering IAG, to increase careers guidance and ensure the best choices are made by the student at KS4/KS5</li> <li>• 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</li> </ul>
<p><b>Highly Able</b></p>	<p><b>The EHMA team will monitor attainment and ensure rapid progress is made by:</b></p> <ul style="list-style-type: none"> <li>• Reviewing student attainment at each data point</li> <li>• Working directly with any student who demonstrates underperformance to diagnose and understand the reasons for inadequate progress</li> <li>• Putting in place a package of support to ensure attainment is increased and systematic monitoring of attainment continues</li> </ul> <p><b>We will increase awareness of further education and target curriculum enrichment to:</b></p> <ul style="list-style-type: none"> <li>• Develop the skills, confidence and attitudes needed to succeed in employment and at the best universities</li> <li>• Encourage students to pursue their passions and increase levels of subject knowledge by providing additional stretch and challenge within the wider curriculum</li> <li>• Delivering motivational visits, workshops and assemblies to increase engagement with learning</li> <li>• Offering IAG, to increase careers guidance and ensure the best choices are made by the student at KS4/KS5</li> </ul>
<p><b>More Able</b></p>	<p><b>The EHMA team will monitor attainment and ensure rapid progress is made by:</b></p> <ul style="list-style-type: none"> <li>• Reviewing student attainment at each data point</li> <li>• Supporting the Year Coordinator &amp; form tutors to address underachievement and raise awareness with curriculum teachers</li> <li>• Working with the YC and form tutor to support them in increasing access to relevant curriculum intervention to raise attainment</li> <li>• Supporting the Year Coordinator to maintain systematic monitoring of underachieving students</li> </ul> <p><b>We will increase awareness of further education by:</b></p> <ul style="list-style-type: none"> <li>• Delivering motivational visits, workshops and assemblies to increase engagement with learning</li> <li>• Offering IAG, to increase careers guidance and ensure the best choices are made by the student at KS4/KS5</li> </ul>

## **Addressing Inequality:**

To address inequality the EHMA team will 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. Where there is capacity, first generation university applicants and FSM 'Highly' and 'More' able students will be our first priority, being offered the opportunity to 'level up' and increase the provision offered to them.

## **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 Exceptionally, Highly and More Able students, we are committed to working with the these areas of the curriculum to identify the most able students and dedicate funds from the Pupil Premium Grant and the budget set aside for the EHMA Programme to inspire, motivate and enhance the passions of these students in their chosen field.

## **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 all our Exceptionally, Highly and More Able students.
- To ensure adequate finances are allocated in the annual budget to ensure appropriate enrichment and resources are available.

The Role of the Exceptionally, Highly and More Able Team:

- To co-ordinate the implementation of the policy and the Programme for Exceptionally, Highly and More Able and 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 effective enrichment for all 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 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 Manager/Head of Department:

- 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 EHMA 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 EHMA team as required regarding the attainment and progress of our most able students

#### The Role of the Year Co-ordinator

- To support the EHMA team in reviewing and monitoring the attainment of our most able students.
- To support the EHMA team to diagnose barriers to learning and source effective and swift intervention for our most able students
- To maintain systemic monitoring of underachieving 'more able' students in cooperation with the EHMA team
- 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 EHMA students to develop their leadership and group working skills for the benefit of the whole school community.

#### The Role of Governors

- To monitor the implementation of the EHMA policy.
- 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.