



Working together to promote & celebrate achievement

## **Most Able Policy**

**Applicable from 12th June 2024**

**Signed:**

A handwritten signature in black ink, which appears to read "Irene Papadopolou". The signature is written in a cursive style with a long, sweeping underline.

**Chair of Governors**

## **1. Context.**

Plashet 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.

Ofsted and the Department for Education both emphasise the importance of high expectations and challenges for all students as a cornerstone for educational success. It stresses that a culture of high expectations leads to better educational achievements across various subjects and student demographics.

This is a sentiment echoed by the Sutton Trust in their 2018 report '**Potential for Success: Fulfilling the promise of highly able students in secondary schools**':

*'Ensuring that those from disadvantaged backgrounds fulfill their promise in school is crucial for increasing social mobility and opening up the top echelons of British society.'*

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 Plashet having made exceptional progress and with excellent GCSE grades. By excellent, we mean grades 7, 8 & 9 at the end of Key Stage 4. 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".

We aim to achieve this through ensuring that all of our Most Able learners have access to a curriculum that is challenging in nature and gives all learners access to powerful knowledge, through the development of non-cognitive skills that allow them to thrive in post-16 institutions and through ensuring access to high quality extra-curricular activities.

## **2. Aims and Objectives.**

The aims of our programme for the Most Able Students at Plashet School are as follows:

- To support the successful transition of our most able students into KS3.
- 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 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 nurture our most able students in the development of the non-cognitive skills needed which are important to employers and further and higher education institutions  
To nurture our most able students in the independent study skills needed for academic success  
To help our most able students flourish and leave Plashet 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 responsibility to foster, support and increase the ambitions and aspirations of our most able learners. They are aided in this by working with the Leadership Team, the Most Able team and Middle Leaders who work with and communicate with staff to raise awareness of students within this group and to ensure the following objectives are fulfilled:

<b>Objectives:</b>	<b>Responsibility:</b>
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 Most Able Coordinator Classroom teachers 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. Progression throughout KS3 is as important as progression through KS4.	Classroom teachers Subject Leaders Curriculum Leaders Leadership Team
The curriculum is challenging, providing opportunities for students to increase the breadth and depth of their subject knowledge and encompasses 'the best that has been thought and said'.	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 Most Able Coordinator Leadership Team
Provision made within lessons and within the curriculum to develop both students' disciplinary and non-cognitive skill sets.	Classroom teachers Subject Leaders Curriculum Leaders Most Able Coordinator Leadership Team
Provision made within lessons and within the curriculum to develop students reading and writing skills with a focus on subject specific keywords being used with fluency and clarity.	Subject Leaders Curriculum Leaders Most Able Coordinator Leadership Team
Provision is made for the regular assessment of attainment and	Classroom teacher Subject

progress in order to ensure that the progress of most able students is monitored, and interventions are in place where appropriate.	Leaders Curriculum Leaders Most Able Coordinator Leadership Team
All staff promote and model independent study skills grounded in high quality research into metacognition and cognitive psychology. These are geared towards improving the long term memory retention of the Most Able.	Classroom teacher Subject Leaders Curriculum Leaders 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 Most Able Coordinator Leadership Team
Provision is made for Most Able students to have access to extra-curricular opportunities that further develop their academic abilities, non-cognitive skills and that increase their exposure to higher education, particularly the Russell Group institutions.	Subject Leaders Curriculum Leaders Year Coordinators Most Able Coordinator CEIAG Leader Leadership Team

### 3. Identification.

Identification of the Most Able is based on average KS2 scaled scores combining performance across all SATs examinations. As this is based on the national average (with a score of 100), the identification bands are subject to change each year.

Please note that due to the impact of the COVID 19 pandemic on schools across the UK, no SATs examinations were sat in the academic years 2019-2020 and 2020-2021, and therefore no identification bands based on KS2 scaled scores exist for these cohorts. Identification of Most Able was made using CATs scores and historic averages. The boundaries of which are highlighted in yellow below.

Current attainment boundaries for identification:

	<b>Exceptionally Able</b>	<b>Highly Able</b>	<b>More Able</b>	<b>KS2 National Average</b>
<b>Year 7</b>	116-120	113-115.5	109-112.5	105
<b>Year 8</b>	115.5-120	111.5-115	108.5-111	104.5
<b>Year 9</b>	121-140	111-119	104-110	N/A
<b>Year 10</b>	121-140	111-120	104-110	N/A
<b>Year 11</b>	116.5-120	113-116	109-113	104.5

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 2023-2024

	Exceptionally Able	Highly Able	More Able	Total students
Year 7	22	26	57	105 (35%)
Year 8	15	62	45	122 (41%)
Year 9	8	36	48	92 (31%)
Year 10	8	23	54	85 (28%)
Year 11	7	24	47	78 (26%)

#### 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 (PPG). 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	PPG	Not PPG	FSM	PPG	Not PPG	FSM	PPG	Not PPG
<b>Year 7</b>	12	12	10	11	10	16	18	20	37
<b>Year 8</b>	7	7	8	20	23	39	26	28	17
<b>Year 9</b>	1	3	5	15	15	21	15	17	31
<b>Year 10</b>	3	4	4	8	8	15	17	19	35
<b>Year 11</b>	3	3	4	6	9	15	16	20	27

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 that promotes 'teaching to the top' and therefore supports 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 ensure their curriculum is rich in substantive and disciplinary knowledge, therefore completely encompasses, and never restricts a student's potential. They can do this by ensuring:

- The curriculum is reviewed at regular intervals to ensure it encompasses both depth and breadth of subject knowledge.
- At KS4, the curriculum goes beyond exam assessment objectives to ensure students can access subject specific threshold concepts that unlock the powerful knowledge required for further study.
- All teachers are following the planned curriculum to ensure parity across classes
- All teachers plan for rigor 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 writing and reading skills, including greater accuracy, precision and fluency with a focus on ensuring students are building and using subject-specific vocabulary.
- Independent work and self-study are promoted, with effective, research-grounded study skills being modeled to students and completion of self-study being monitored in order to build students' long term memory retention.
- Metacognition is developed to ensure that students become independent learners who are able to monitor their own progress and adapt their study methods accordingly.
- Students are supported to transfer 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.

Quality of, and consistency in, provision of teaching and learning for the Most Able will be monitored by the Most Able team and Leadership Team through school self-review processes. The purpose of this exercise is to increase the culture of scholastic excellence, where the highest standards of academic work are recognised as important. Therefore the Most Able team

will support curriculum, pastoral and subject leaders in their own self-review processes but will also engage in a specific self review process to ensure learning, assessment, feedback and home learning are all suitably challenging across academic subject areas. The EHMA self-review process will consist of the following:

- Learning walks and book monitoring across all subject areas to observe the learning experiences offered to Most Able students. These learning walks will monitor both the curriculum and teaching and learning on offer to students to ensure the highest levels of challenge are being reached, and will monitor student's metacognition, non-cognitive skills and motivation to succeed.
- Student focus groups in order to gauge student perceptions of the teaching and learning experiences on offer to them and in order to identify perceived barriers to attainment  
The self-review process will be inclusive of students across all year groups.

## **7. Monitoring Attainment.**

At predefined data points each year the Most Able Team will review the progress and attainment of all identified students across all subject areas. Where insufficient progress or underachievement is identified, the Most Able Team will liaise with curriculum leaders and/or Year Teams to ensure under attainment is addressed. The self-review process will also monitor the extent to which teachers are using in-class and formative assessment strategies to monitor the progress of the most able.

## **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 Leader will:**

- Review student attainment at each data point.
- Identify any student in need of 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.
- Offer 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 Leader 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:**

Supporting the CEIAG lead to monitor IAG, to increase careers guidance and ensure the best choices are made by the student at KS4/KS5 as well as liaise with parents/carers to increase awareness of a range of careers as well as funding options for higher education.

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

At Plashet School, we recognise that all students are unique and demonstrate their commitment and dedication to their education in a 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 these areas of the curriculum. Where required, 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.

As a school, we recognize that some students who are not identified as Most Able based on their KS2 scaled score may possess external music certifications (for example an ABRSM grades), arts awards, or may participate in sports competitively. The More Able team will work with Subject Leaders and Year Teams to identify these students. This will be done to ensure



that these students do not miss the relevant support and relevant enrichment programmes offered to the Most Able cohort in each year group.

## **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 Leader:**

The Most Able Lead is a member of the Leadership Team with responsibility for the achievement of the Most Able students.

- To coordinate 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 provide specific annual training for Beginner Teachers and ECTs in teaching and learning strategies that promote the highest levels of stretch and challenge.
- To monitor most able provision across the school using school self-review procedures.
- To disseminate information as required to governors, leadership team, 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.
- To regularly evaluate the impact of the most able programme to ensure that it meets specific needs, addresses barriers to both attainment and accessing the most prestigious further and higher education institutions, as well as ensuring it offers value for money.

### **The Role of the Curriculum/Subject Leader:**

- To review the departmental policy for inclusion in departmental handbooks.
- To ensure that the curriculum is regularly reviewed and is challenging in the sense that it is planned around subject threshold concepts
- 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 use school self-review processes to ensure that all teachers are following the planned curriculum model and planning individual lessons that promote stretch and challenge and foster a sense of scholarship
- To arrange CPD 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 leader as required regarding the attainment, progress and enrichment of our Most Able students.
- To identify and inform the More Able leader of any students within their subject who are not identified as Most Able based on their KS2 scaled score but possess external music certifications (for example an ABRSM grade), arts awards, or may participate in sports competitively, and would benefit from the relevant support and relevant enrichment programmes offered to Most Able.

### **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 promote a sense of scholarship in lessons by promoting reading of texts linked to the subject area.
- To promote the use of subject specific literacy in both written and verbal form
- 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 independent study 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 Coordinator.**

- To support the Most Able leader in reviewing and monitoring the attainment of our most able students.
- To support the Most Able leader 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.
- To identify and inform the More Able leader of any students within their year group who are not identified as Most Able based on their KS2 scaled score but possess external music certifications (for example an ABRSM grade), arts awards, or may participate in sports competitively, and would benefit from the relevant support and relevant enrichment programmes offered to Most Able.

### **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 Most Able students as well as updates on the Most Able cohorts within school.
- To termly, receive an update regarding Most Able activities.

### **11. School Self-Review.**

At Plashet School provision for the most able is reviewed regularly as per the school self review model. 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.

## **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 leader on request. The policy has been fully discussed by the governors curriculum committee.

### **Training and Support for teachers**

For all beginner teachers and early career teachers, the Most Able leader on an annual basis provides professional development and training. The Most Able team may and will use allocated staff CPD time as a 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.