

Hovingham & St Hilda's, Ampleforth CE VC Primary Schools Federation

Most & More Able Policy

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Version		
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Most & More Able Policy

Definition – *'More able' are those, with an ability identified using other considerations, who outperform their peers in a significant way any a particular area of school life.*

Overview

1. Scope and Purpose of Policy

Our federation is committed to maximising the attainment and achievement of all pupils. The contribution of all staff is a key factor. As part of daily teaching, 'most able' pupils are one of the pupil groups teachers must focus on to ensure pupils receive the correct stretch, challenge and engagement.

The purpose of the policy is to:

- ensure 'most able' pupils are identified in specific subjects
- share information regarding 'most able' with governors, staff and pupils (who is the 'most able' and strategies used to ensure their progress)
- advise staff on how to stretch and challenge 'most able' pupils daily
- create a feedback cycle involving the 'most able' pupils so their ideas are incorporated into teaching and the school ethos

2. Equality and Diversity Statement

The aim of this policy is to ensure that:

- Everyone is treated fairly and consistently
- Everyone is treated equally regardless of age, disability, race, religion or belief, sex and sexual orientation

- Everyone knows what to do and what will happen next

3. Location and Access to the Policy

- School Office
- Via schools' websites

4. Linked Policies

- Teaching & Learning Policy
- Performance Management Policy
- Health & Safety Policy

5. Definitions

The DfE and Ofsted define the 'more able' in terms of those whose progress significantly exceeds age related expectations. However NACE (National Association for Able Children in Education) looks beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

'High performance is not effortless success. It requires pupils to grapple with difficult concepts, even fail from time to time, and then be permitted to try, and try again.' (Eyre 2010)

6. Identifying 'Most Able' Students

The number of 'most able' learners in a class or school will vary. NACE does not specify an actual percentage but recommends that every school has a defined method of identifying its 'more able' cohort.

All staff should have input and a range of methods which look beyond test results and teacher assessment should be used to identify the 'most able' if possible.

Initially the following will be used:

- 'Most able' pupils will be identified shortly after entering the school based on their Foundation Stage Baseline Assessment.
- Teacher assessment will also be used to add to the pupils identified from the data

- At KS1, pupils achieving a high Standardised Score in SATS will be considered 'most able'
- At KS2, pupils expecting to achieve a personal target score of over 110 Standardised Score based on KS1 data will be considered 'most able'
- Pupils achieving regular and sustained teacher assessment of 'exceeding' year group expectations be considered 'most able'
- The federation may adjust the criteria according to the academic ability of a specific cohort

7. Most Able Register

There is no requirement to have a specific Most Able Register however every maintained school in England is required to report on the progress and attainment of its 'most able' cohort. We will annotate tracking and pupil progress to identify and monitor and maintain an evolving Most Able Register as a group of learners. This will be reviewed yearly at minimum and will be maintained by the Headteacher, with help from all staff during termly pupil progress meetings.

8. Most Able Policy

There is no DfE or Ofsted requirement to have such a policy but NACE considers it to be good practice in terms of ensuring consistency and quality assurance. The policy should be included as part of the school's regular cycle of policy reviews.

9. Informing Governors

NACE considers it good practice to inform governors of what a school is doing to facilitate the needs of the 'most able', and as such, the headteacher will regularly inform governors on 'most able' students' progress, as well as the strategies in place for their continued progress.

10. Ofsted and Most Able

The current Ofsted Inspection Framework places emphasis on the quality of a school's provision and progress for the 'more able' and inspection reports now include a paragraph under leadership and management on outcomes for 'more able' pupils.

11. Dual exceptionality

This term is used to describe young, able people who have complex or additional learning needs, for example autistic spectrum disorder. The Federation will endeavour to treat every pupil on a needs basis and will not restrict a pupil to any

one category, i.e. Having ASD needs will not prevent access to 'most able' intervention.

12. Acceleration of Most Able pupil's education

Acceleration can mean two things – more rapid progress through the curriculum or advancement to older year groups.

NACE recommends that accelerating the curriculum can be used judiciously but with due regard to the need to provide depth and enrichment as a priority. Research shows that acceleration per se can do more harm than good

Each pupil will be treated on a case by case basis with regards to acceleration of a 'most able' child's education; this will be done in consultation with the parents of the pupil.

13. Monitoring and Support

'Most able' students:

- are expected to achieve significant, measurable improvement in their attainment
- are to be actively engaged in the target-setting process and have plans in place to help them reach their goals
- need specific support and guidance to ensure that they have high aspirations, are well motivated, have high self-esteem and confidence
- not making expected rates of progress are to be mentored and appropriate intervention put in place

14. Records

A termly list of 'most able' will be kept and closed off at the end of each term. Records of interventions and activities designed to stretch and challenge 'most able' pupils will be recorded on a termly basis. All staff will contribute to the records on a termly basis in pupil progress meetings to state and show what each member has contributed to accommodate the 'most able' programme. Evidence of what each individual staff member has done will be recorded.

Parents will be advised on a yearly basis that their child is 'most able'; this will be done immediately after identification of 'most able' in the autumn term at Parent Consultations. Class teachers are responsible for ensuring this is completed and should confirm this with the head teacher.

15. Meetings

The Headteacher will meet twice yearly with 'most able' pupils to feedback and agree ways to improve 'most able' provision.

This will be reported to subject leaders and teaching staff, informing them of progress and agree next step actions for 'most able' cohort.

Governors will be advised on what the schools are doing to meet 'most able' needs on a yearly basis.

16. Teaching & Learning

Teaching and learning reviews should focus on new strategies to consistently strive for improvement in the classroom; focus will be on correct differentiation for all learners to ensure the correct level of engagement, stretch and challenge is achieved in all teaching time.

17. Monitoring Impact of Assessment

The following methods will be used to measure the effectiveness of the work:

- SATs and Teacher Assessment results for identified students - results against predictions and levels of progress
- Progress of these students tracked and monitored at whole school level and within subjects
- Attendance at enrichment opportunities
- Greater independence of students in learning and research – Reports, Learning Walks, Lesson Observations
- Higher self-esteem for 'more able' and talented students – Pupil Voice
- Teaching – Learning Walks, Lesson Observations, Work Scrutiny, Pupil Voice; the more able pupils will have opportunities to discuss any support or additional challenge, that they feel is required
- Link Governor subject monitoring and reporting, as well as the overall Link Governor for 'more able' students reporting to the School Performance Committee

Ratified by

Signature..... Date.....

Print Name.....

