



## MOST AND MORE ABLE POLICY

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## Introduction

- 1 This policy outlines the school's approach to Most and More Able students. It should be considered alongside the school's Teaching and Learning Policy, the Assessment Policy and Marking Guidance and the school's mission statement.
- 2 Previously, Most and More Able learners were described as "Gifted and Talented". The term "Gifted and Talented" is no longer officially used by the DfE. However, its original purpose and focus is still relevant. At Alderbrook we recognise the needs of academically more able pupils and we ensure that our provision enables all pupils to make progress.
- 3 The original definition of "Gifted and Talented" learners (created by the DfES, a predecessor of the DfE) is useful to us:

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop these abilities). This definition has not significantly changed throughout the "Gifted and Talented" years and continues to be pertinent to us today." (Source: The Key for School Leaders – [www.thekeysupport.com](http://www.thekeysupport.com))

This policy therefore is intended to support the following aims:

- 3.1 To identify learners who are achieving, or could be encouraged to achieve, at a significantly higher level than the average range for their year group.
- 3.2 To provide for the learning needs of these pupils in terms of appropriate curriculum models, challenging lessons and an innovative extended curriculum which inspires those involved

## Rationale

- 4 The school aims to provide the best possible education to meet the individual needs of its students and to help them develop to their full potential. Students who have demonstrated high achievement and whose previous assessments indicate possible future high achievement should be recognised by the school and supported in their development, within and outside of the classroom.
- 5 The school maintains a culture where high achievement is valued and celebrated, and where high expectations are the norm. The school places great importance on identifying Most and More Able students and on providing appropriate opportunities to challenge and stretch them through quality teaching and learning activities together with varied extra-curricular programmes, in order that they maximize their rates of progress and achieve at an exceptional level.
- 6 The National Association for Able Children in Education (NACE) explains that identifying the most able pupils "is a complex matter and is a whole school issue which should be discussed and agreed by all staff. It is important to encourage a range of methods which look beyond the test results and teacher assessment." (Source: The Key for School Leaders – [www.thekeysupport.com](http://www.thekeysupport.com))

7 Indeed, Ofsted (School Inspection Handbook January 2018) states:

[Inspectors] “will also consider whether the most able pupils are receiving the support they need to reach their full potential...[they] should gather a wide range of other evidence to ensure that the school is providing effectively for the most able pupils, including reviewing pupils’ work, and talking to pupils and teachers.”

## Information Concerning "Life After Levels"

- 8 Following the removal of Key Stage 2 levels at Primary Schools in 2016, all students in Year 7 come along with a test score instead, based on their end of year Key Stage 2 tests.
- 9 The range of scaled scores available for each KS2 test starts at 80, the lowest scaled score that can be awarded; 120 is the highest scaled score achievable.
- 10 Students scoring at least a scaled score of 100 will have met the expected standard of the test and 100 is therefore, the mean score.
- 11 A student awarded a scaled score of 99 or below has not met the expected standard in the test but this will not apply to Most and More Able students. However, there are exceptions which might apply to a particular subject, if a student’s natural aptitude for the subject does not match their general ability in others.

## Identification of Most and More Able Students

### Most Able Students

- 12 At Alderbrook, those students achieving a scaled score of over 110 who can also write in "greater depth" are placed into the Most Able threshold, Excellence. They are placed in the Higher Ability description for our internal data processing. Their average GCSE grade is expected to be 8-9.

### More Able Students

- 13 At Alderbrook, those students achieving a scaled score of 105-109 (and 110+ but without the ability to write in greater depth) are placed into the More Able threshold, Secure. They are also placed in the Higher Ability description for our internal data processing. Their average GCSE grade is expected to be 7-8.
- 14 Heads of Departments are expected to monitor the progress and attainment of the Most and More Able. The identification of the Most and More Able should not be done based on data alone, but on the more holistic knowledge of the students themselves, as pointed out by the NACE (ibid.)
- 15 In Sports and the Arts, identification of “excellence” may not be directly in line with test scores in Years 7 and 8. Moreover, in sports for example, a most or more able pupil will be one who makes independent decisions, is adaptable in challenging situations and maintains performance under pressure. They will have a wide range of skills across a number of sports. At a higher level, students will maintain this adaptability across at least three sports.
- 16 In the Arts, Most and More Able students are likely to be highly creative individuals who thrive on developing aesthetic ideas. They will be spontaneous thinkers likely to respond well to tasks that involve intuitive and imaginative cognitive processes. They will thrive in group learning

environments and will be dynamic and active in lessons, usually having instinctive understanding of aesthetic structures like plays, musical compositions, artistic works and dances and will enjoy creating their own compositions in art, theatre, music or dance. They will also thrive on performance and will enjoy the opportunity to share their creations with others. They will have excellent skills in evaluating their own and others performance creations and will learn quickly how to develop and improve their work.

## Specific Provision

### Curriculum opportunities

- 17 The school ensures that Most and More Able pupils are given the opportunity to maximise their potential in all key stages by providing a challenging and varied curriculum. In Key Stage 4 Most and More Able students are encouraged to prepare for study at Advanced Level and also to choose A Level subjects which will facilitate their progression to university and beyond.

### Lessons

- 18 In order to achieve personalised learning, there is an expectation that teaching staff will differentiate for Most and More Able students, stretching and challenging them to develop skills at a quicker rate and deeper level. Heads of Department are expected to monitor this and report to their Assistant Headteacher Line Managers. Targeted “interventions” ensure that Most and More Able students are continually pushed to maximise their potential.

### Extended curriculum

- 19 Exciting and innovative learning experiences outside of the classroom are organised for Most and More Able students, including trips to universities and links with business and commerce. Heads of Department are expected to manage this within their curriculum areas.
- 20 As part of our data tracking, “Context Sheets” are produced, which allow staff to identify and thereby plan appropriately challenging tasks and activities for Most and More Able students. The tracking and monitoring of their progress data is carried out through a software package called SISRA Analytics, which allows all staff to more closely monitor the progress of the Most and More Able. Most and More Able Pupil Premium students are specifically identified and Heads of Department are expected to keep a focused approach towards stretching and challenging them to ensure that their potential is maximised.

## Monitoring, assessment and evaluation

- 21 Teachers are responsible for tracking progress of Most and More Able students in their lessons; progress is also regularly tracked and monitored by Heads of Department and the Assistant Headteachers as well as the overall progress of the cohort by the Deputy Headteacher in terms of data tracking. For those students falling behind expectations, intervention is conducted involving the teacher concerned, student and their parents/carers to ensure that potential is maximised.
- 22 The effectiveness of the school’s provision for Most and More Able students is ultimately monitored by outcome in terms of student Attainment and Progress 8 scores and academic achievement relating to GCSE results and further on, in terms of A Level outcomes. Heads of Department will include details of the achievements of and progress made by Most and More Able students in their annual GCSE and A Level analysis for the Headteacher. The Post-16 routes

taken by our Most and More Able students will also be monitored to ensure that their Post-16 choices are commensurate with their ability and potential.