



MOST ABLE POLICY

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1. BELIEFS, VALUES AND DEFINITION

Pupils may be **most able (MA)** in diverse fields (academic, creative or sporting*). Academically **most able** pupils will demonstrate a higher ability than average for the class (usually in the top five percent nationally) in many of their subjects, while those selected as being MA in other specific fields of the curriculum will excel more specifically in certain areas within the curriculum. Therefore, MA pupils will require differentiated or different tasks and opportunities in learning across the curriculum, to learn through more significant levels of challenge, work that deepens and enriches their everyday learning.

2. AIMS

Saracens High School aims to provide quality educational experiences to meet the individual needs of all our pupils. It is important that the needs of MA pupils are recognised, and strategies developed for their identification, growth, and support. We aim to provide flexible provision, within an inclusive framework, which sets out to provide appropriate teaching and learning opportunities for all pupils. This includes the development of learning skills, including leadership, initiative, and resilience, which should be developed across all curriculum areas [see appendix 1].

Beyond pupil's regular curriculum learning, they will have the opportunity to be involved in enrichment activities and receive direct support to achieve their full potential and raise their aspirations and progress [see appendix 3].

3. IDENTIFICATION

To ensure a consistent and accurate identification process, a range of methods will be employed, and we will take information from a variety of sources:

- Formal tests and standard attainment levels, particularly on entry;
- Teacher recommendation – based on general characteristics, detailed on a short checklist, to be used to support staff referral;
- Records of improved achievement;
- Extra-curricular activities.

This process will result in an identified cohort of pupils who represent the most able pupils in each year group/class according to their academic ability, or a creative or sporting aptitude. This may also include pupils who are underachieving but have the potential and may need specific support. The pupils identified will be representative of the school in terms of gender and ethnicity. Identified pupils will be communicated to all teachers and parents/carers and their progress will be monitored.

4. CURRICULUM, ASSESSMENT AND TEACHING

The school will provide the pupils with their full entitlement to the National Curriculum and, additionally, provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside the boundaries of this curriculum. All programmes of work, [schemes of work/learning] will have opportunities for extension or enrichment activities.

The school's standard assessment and marking policy will be used. Subject teachers will be aware of pupils on the MA register, adapting suitable learning experiences in lessons to challenge the most able appropriately. Subject teachers are responsible for monitoring the progress of these pupils and subsequent intervention if the progress of a MA pupil becomes a concern.

Subject Leaders will advise teachers and provide time for teachers to share good, and innovative practice within their teams on strategies to stretch and challenge MA pupils, particularly Thinking Hard strategies. It is the responsibility of each Subject Leader to ensure that opportunities for the advancement of MA pupils are detailed in schemes of work/learning and developing subject improvement plans.

5. MONITORING AND EVALUATION

The evaluation process is designed to assist the Senior Leadership Team and teachers to plan for improvement and to target resources more effectively, primarily to improve MA pupils' progress.

The responsibility for evaluation will fall to the MA co-ordinator, who will report directly to a member of the Senior Leadership Team. The evaluation will include feedback from all interested stakeholders (staff, pupils and parents/carers). New staff are inducted in policy and practice relating to most able pupils.

6. BEYOND THE CLASSROOM

Enrichment opportunities may be specific to subject areas, for example competing in the National Maths Challenges, or more generic, for example completing the Level 2 Higher Project Qualification in addition to the Key Stage 4 provision, taking part in Model United Nations events, or studying meta-cognition as an enrichment class. MA pupils will have a range of activities to be set up and reviewed each year based on the needs and desires of the cohort.

Enrichment classes may also support pupils with social and personal development where they may feel lonely, or different to the majority of students.

Appendix 1

The desired characteristics of a MA pupil: In their learning and in their work

Some MA pupils may appear bored or frustrated in lessons where they are not challenged appropriately by the learning activities. Also, the presentation of work for some MA students can be messy and erratic as they struggle to get the ideas on paper as quickly as they come to mind. Staff will stretch and support pupils in achieving the desired characteristics below.

A. CHARACTERISTICS IN LEARNING, IN LESSONS:

1. Pupils ask and select their own challenging questions and are encouraged to answer higher order questions
2. Pupils enjoy grappling with and solving unfamiliar problems
3. Pupils are engaged and have an active voice in the classroom when participating in discussion
4. Pupils think systematically, manage information, and learn from others
5. Pupils develop confidence, self-discipline and understanding through opportunities to evaluate or reflect on their learning
6. Pupils have opportunities to develop their leadership and interpersonal skills, especially in group work
7. Pupils are creative or imaginative, e.g. produce many ideas or are highly original
8. Pupils learn rapidly and quickly grasp new concepts
9. Pupils are confident and self-assured as learners who take pride in their learning and achievements

B. CHARACTERISTICS IN THEIR WRITTEN WORK, IN THEIR BOOKS OR FOLDERS:

1. Pupils' extended writing tasks are completed with high levels of literacy, spelling and grammar
2. Pupils show detailed and high quality response to marking
3. Pupils' work shows evidence of clear extension, enrichment, and investigation
4. There is clear evidence of MAT learning objectives or outcomes which provide pupils with the opportunities to learn in the way described above in 'A', eg: develop high level evaluation, problem solving or questioning skills
5. Pupils' writing provides examples to support their explanations to develop secure judgements, analysis, and opinions
6. Sophisticated written work demonstrates subject specific vocabulary and the development of making links to prior learning
7. Feedback tasks are matched to pupils' abilities

Appendix 2

Responsibilities for the improvement and development of MA pupils' learning

SUBJECT LEADERS

- To monitor the progress of MA pupils within the department and that the curriculum, as well as lessons provision and learning activities, are meeting their needs
- To provide schemes of learning that contains extension and enrichment material for MA pupils
- To ensure their team is kept informed of all issues related to national and local developments concerning MA pupils
- To ensure that members of their teams are employing thinking hard strategies to continue to stretch the MA pupils
- To ensure that subject area self-evaluation and improvement is informing the provision for MA pupils
- To define MA identification criteria within their subject area
- To identify pupils who meet the criteria and pass their names onto the MA coordinator

MA CO-ORDINATOR

- To lead learning development for the MA pupils
- To monitor the implementation of intervention strategies for MA pupils with subject leaders
- To report to SLT and Governors periodically about the development and implementation of the programme
- To facilitate the sharing of information and of good practice to Subject Leaders
- To develop a programme of extra-curricular activities, linking with external partners (including Middlesex University and Watford Grammar School for Boys) and raise the profile of MA pupils

SENIOR LEADERSHIP TEAM

- To work with the MA Coordinator to oversee the process and activity
- To facilitate the setting of achievable targets and monitoring MA pupils' progress at headline level
- To include items concerning provision for MA pupils on meeting agendas for Governor, Senior Leadership, and Departmental meetings.
- To liaise with other members of SLT regarding certain practicalities and arrangements to ensure the effective implementation of the programme.

GOVERNING BODY

- To maintain a high profile for MA pupils
- To ensure appropriate funding and support for the MA programme
- To support the MA co-ordinator's role