THE STONEHENGE SCHOOL

THE MOST ABLE

ACTION	REFERENCE	COMMENT
Introduced	n/a	
Last Approved	April 2022	
Approving Authority	Head Teacher	
Review Frequency	Triennial	
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Updated	April 2022	See Amendment Record
Required to be Published on School Website		

Introduction

Our Most Able policy is designed to support the school ethos, aims and vision and as such, the Most Able pupils are encouraged to:

*Think Big

*Unlock their potential

*Develop a passion for lifelong learning

It is the school's belief that the Most Able should be supported to realise their true potential. We aim to recognise the needs of more able pupils in a comprehensive school, within a framework of equal opportunity and mixed ability teaching. We will implement procedures and strategies that will address the needs of an identified cohort of more able pupils, ensuring that they are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow.

Definition of "The Most Able"

Our school understands that identification of The Most Able pupils should focus on ability and potential rather than achievement, so that underachieving pupils are amongst those identified.

As ability is evenly distributed throughout the population, we are committed to identifying a Most Able population that is broadly representative of the whole school population in terms of gender, ethnicity and socio-economic background. We understand that the identification process should make effective use of multiple sources of both quantitative and qualitative data of pupils' ability.

Typically, we will take the following into account:

- The June 2013 Ofsted report defines The Most Able as the "brightest students starting secondary school in Year 7." As such our Most Able are those High Prior Attaining pupils achieving 110 or above in their KS2 examinations.
- In addition to this, the school conducts CAT testing in Year 7, as well as for turbulent entries to the school, to ensure that all Most Able pupils are correctly identified. The National Academy for Gifted and Talented Youth defines their cohort as the top 5% nationally, requiring two CAT scores of 120+ or very significant achievement in one or more fields.
- Teacher recommendation will inform the inclusion of some students who may not fall in either of the above categories, including those with multiple exceptionality whose achievement and potential ability has been previously been affected by a specific barrier to learning.

The term Most Able replaces the previous definition of AGAT and is only referring to the academically most able. This policy does not refer to those indentified as gifted or talented within a specific area such as creative arts, or sports; this being previously being included within the definition of "AGAT". However, departments are expected to identify and nurture these particular talents, and as a school we recognise the diversity of talent and potential within our student body and aim to celebrate these wherever possible.

Provision for the Most Able

In our Curriculum Offer

All pupils are entitled to a full provision across the curriculum that is ambitious in order to empower them to "think big and "unlock potential via challenging pathways. At KS3 this means not only maintaining the breadth but also offering depth in each curriculum area. This includes introducing challenge through breadth (enriching learning through additional material beyond the core curriculum), depth (extending learning by asking pupils to delve deeper into a certain topic) and pace (accelerating learning ahead of their peers). At KS4 the curriculum is written around guided student choice, with an offer that reflects the whole spectrum of student interest. Our Most Able students are strongly encouraged to take an EBACC subject.

In the classroom

The principles of good teaching and learning provide a foundation for effective provision for The Most Able pupils. The most important provision is that delivered in the classroom in everyday lessons. In line with our teaching and learning policy, effective support and provision of the Most Able is the responsibility of all teaching staff. Excellent teaching and learning is characterised by:

- Lesson planning which accommodates the needs of all pupils, including the Most Able.
- Clear sequencing that builds on prior learning.
- A classroom culture of high expectation and aspiration, in which it's 'cool to be clever'
- A classroom environment that encourages pupils to work beyond their intellectual comfort zone where students feel comfortable making mistakes which they can learn from.
- The implementation of Rosenshine's principles in order to make learning an enjoyable and challenging experience.
- The use of metacognition as a means to encourage independent thinking.
- Effective use of questioning that stimulates higher order thinking.
- The use of classroom discussion to promote critical thinking
- The use of peer and self-assessment to make young people partners in their learning.

- Effective use of marking in line with the school's marking policy; using DIRT not only as an opportunity to challenge misconceptions, but also as an opportunity to stretch and challenge.
- The use of stretch and challenge rather than "more of the same" extension material.
- Meaningful homework that reinforces and extends prior learning in line with the homework policy.
- The use of praise to reward engagement and work completed to an exceptional standard.
- Teaching to the top with scaffolding to support those requiring further support.
- Stimulating and paying attention to the pupil voice.

In our Group Setting

Effective provision for pupils uses a variety of grouping approaches, including those outlined below:

• **Grouping by ability** (KS3 all subjects and Core at KS4). Ability setting allows The Most Able pupils the opportunity to work with others of a similar ability, to enable the provision of appropriate enrichment to ensure intellectual stimulation and accelerated progress.

• **Mixed ability grouping** provides opportunities for late developers and learners with potential to progress to the highest levels. They reflect the society in which we all live, and help pupils to develop patience and understanding with those less academically able than themselves. Sometimes, working with a less able pupil helps to clarify thinking and find a clear way to explain a concept; being in the role of 'tutor' or 'coach' can also be very good for self-esteem. However, pupils should not be asked to devote significant amounts of time to assisting other pupils at the expense of their own learning.

Through Enrichment and Guidance

As a school we expect each department to consider enrichment opportunities beyond the classroom and curriculum, instilling a passion for lifelong learning beyond that which is required to pass an exam. Enrichment activities allow us to build on the pupil's cultural capital as well as the opportunity to link learning to the real world of future careers.

Each Department should therefore;

- Display resources encouraging students to research around the subject
- Use the whole school literacy focus and the available reading age data to use literary texts as a means of stretching and challenging The Most Able
- Provide extracurricular activities either in the form of after school clubs or school trips, guest speakers, competitions and focus weeks, that excite and inspire learning beyond the curriculum

- In line with Gatsby Benchmark four, display material that links subject content to future careers, promoting aspirational career paths

Furthermore, we are committed to supporting The Most Able beyond life at Stonehenge by providing

- Opportunities to encounter Higher and Further Education establishments
- Offering Student Leadership Opportunities as Ambassadors and Prefects in subject areas
- Providing qualified and timely careers advice

Pastoral Care of the Most Able

Every student at Stonehenge has an entitlement to comprehensive Pastoral Care. However there are challenges that can be particular to The Most Able. The Most Able group is not a homogenous one and different pupils will respond in different ways.

A most able student may:

- Be a good all-rounder and will outwardly seem happy and content
- Have perfectionistic concerns which can be related to depression, as well as lower motivation, self-esteem, and adjustment issues.
- Exhibit perfectionistic strivings which can inhibit creativity and risk taking in the classroom.
- Be able and yet struggle with social skills.

The role of the Progress Leader and the attached Pastoral Manager is to identify behaviours that may impact on The Most Able pupil's wellbeing and ultimately become barriers to them fulfilling their potential. Indentified issues should be addressed with suitable intervention, possibly in liaison with specific staff members as well as parental support.

Staff Development

We recognise the need for effective staff development in order for staff o feel empowered to support our Most Able pupils. The Stonehenge school offers a range of cpd opportunities, including:

- Comprehensive new staff induction
- Learning development groups with a teaching and learning focus
- Learning development groups with a specific focus on the Most Able
- Fortnightly teaching and learning briefings
- Subject specific cpd in line with our cpd policy

Monitoring & Evaluation

The effectiveness our Most Able Policy will be reviewed and monitored in a number of ways:

- Monitoring of Stretch and Challenge through learning walks and Lesson Observations
- As a key focus within departmental reviews
- Through work sampling
- By monitoring homework set on Show my Homework
- By tracking pupil progress after each TrackPoint
- As a point of discussion during Raising Standards meetings
- As a point of discussion between departmental Heads with their SLT link
- Through the use of pupil voice
- By reflecting on pupil progress in public examinations.

Monitoring and evaluation is therefore ongoing. This policy will also be reviewed every annually in order to make amendments as required by national or local changes to procedure.