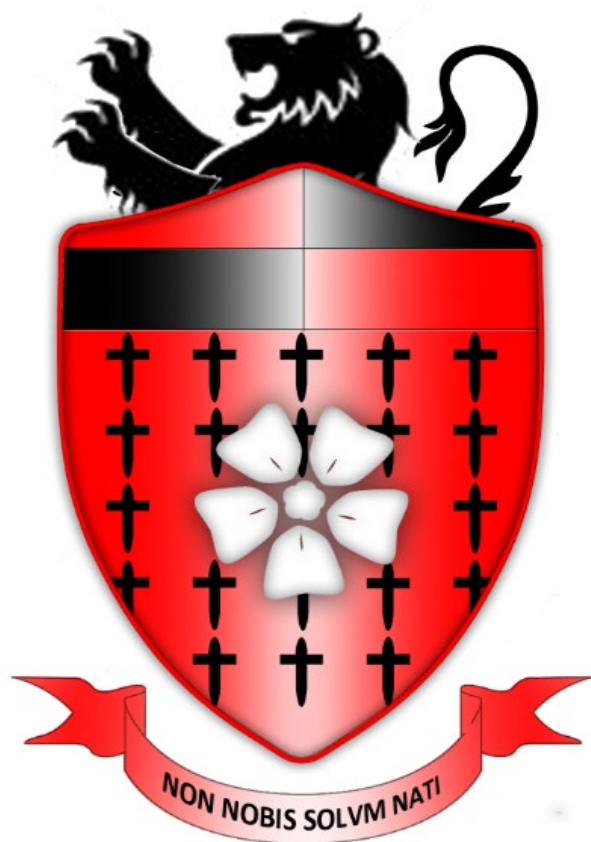


Hornsea School & Language College



Most Able Policy

Incorporating the Subject Specific Able Policy

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Date Created:	November 2017	
Approved by:	Headteacher: 22.11.23	Governing Body: 22.11.23
Last Reviewed:	Date: November 2023	By: Vicky Parnaby
Date of Next Review:	November 2024	

Most Able Policy

Introduction

Hornsea School and Language College is committed to providing an environment which encourages all pupils to maximise their potential. All pupils have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. At HSLC we aim to provide a provision that is appropriate to the needs and abilities of all our pupils. In particular, we believe that we have a clear responsibility to engender high aspirations and to equip our pupils to achieve their potential, without limits. The vision for the “most able” pupils at HSLC is one of ensuring that every pupil with the inherent ability to exceed “normal expectations” is recognised at the earliest opportunity, and that every possible measure is taken to ensure that the “most able” students achieve above their expected outcomes. We endeavour to provide teaching which makes learning challenging, engaging and exciting and which enables pupils to reach, if not exceed, their potential.

Purpose

This policy provides guidance as to how we will meet the needs of our “most able” students.

Aims

- To foster an achievement culture throughout the school; one which celebrates both effort and achievement in a wide range of areas.
- To provide all students with learning experiences and opportunities, which will help them to fulfil their potential and secure the highest possible levels of achievement.
- To identify young people achieving and with the potential to perform at a level beyond their peers and to make appropriate provision; one which stretches them in areas of strength and develops them in areas of relative weakness to ensure that they reach their potential.
- To ensure that the “most able” students are regularly and accurately identified and that all staff members are made aware of the identified students.
- To provide an appropriately challenging curriculum for the “most able” students through extension within the curriculum and through enrichment and study support beyond it to further accelerate student progress.
- To support self-directed and independent learning.
- To enable departments to monitor the progress of our “most able” students within their area, in line with HSLC’s whole-school assessment policy and as part of the school’s monitoring and review cycle.
- To help to stimulate and motivate our “most able” students, especially those underachieving and/or those who are unmotivated.
- To ensure students achieve the highest possible outcomes as measured by levels of progress and attainment.

Implementation

Provision for the “most able” is viewed as the responsibility of all members of staff and a variety of strategies will be used. The Most Able Policy will be implemented in practice through;

- Creating a challenging, diverse and enriching curriculum for all “most able” students across subjects and key stages.
- Quality first teaching and learning, where teaching is effectively matched to the needs of the “most able” students including resources and homework that challenge and stretch. In addition to adequate differentiation, build in extra extension activities, where appropriate across the curriculum.
- A school wide culture of high expectations and a celebration of excellence.
- Using enjoyable methods and tasks to deliver the curriculum.
- Enrichment activities to raise aspirations and build on learning within the classroom.
- Varied and flexible pupil groupings, sometimes allowing the “most able” pupils to work together, sometimes allowing them to take particular roles in mixed-ability groupings.
- Effective feedback strategies, encouraging pupils to respond appropriately to teacher feedback and to be able to evaluate their own work and so become self-critical, independent learners.
- Continued professional development opportunities to ensure that all staff are committed and able to meet the learning needs of the “most able” students.
- Effective use of internal and external data to support and challenge the “most able”.
- Encouraging students to strive to achieve 7 – 9 score in all subjects at GCSE, Distinction/Distinction* in all BTEC subjects and A-A* grades at A level.

Identification

Current Y11 students (2023/2024)

The “most able” students will be identified using KS2 SATs data. At the end of KS2, the “most able” pupils will, in most cases, have achieved a combined maths and English scaled score of 112 or above. “Able” students will have achieved a combined maths and English scaled scores of 110 to 111.5.

Current Y7, Y8, Y9 and Y10 students (2023/2024)

Moving forward, HSLC is keen to recognise our students who have a particular strength/talent in individual areas and this will be reflected in a change to the identification of our “most able” and “able” students beginning with our current KS3 students (Y7-Y9) and our current KS4/Y10 students. Initial baseline assessments will be carried out in all subject areas. This will lead to identification of the “most able” and “able” students as follows:

- “Most able” students will have an average entry level band across all subjects of less than 2.
- “Able” students will be able to be identified in specific subject areas. This will be through being identified as entry level band of 1 in any subject and as such then classed as a subject specific “able” student in that subject. This approach will identify students who have a

strength/talent/flair in specific subject areas to be recognised as subject specific “able” students.

Please note, a student can be subject specific “able” in more than one subject area.

Responsibilities

The Head Teacher and Senior Leadership Team will be responsible for:

- Overall policy setting.
- The depth and breadth of the curriculum.
- Whole-school assessment and monitoring systems.
- Leading/facilitating staff in their provision for the “most able” and subject specific “able” students.
- Working with all staff to achieve an environment where success, aspiration and achievement are valued.
- Ensuring pedagogy across the school allows all students to achieve to the best of their ability.
- Ensuring that all staff are fully trained and equipped to provide top quality outcomes for our “most able” and subject specific “able” students.

The Assistant Head (Inclusion) will be responsible for:

- Compiling and maintaining an up to date register of the “most able” and subject specific “able” students.

The Assistant Head (Progress) will be responsible for:

- Tracking the progress of the identified “most able” and subject specific “able” students and liaising with subject leaders regarding students who are under-achieving.

The Progress Leaders are responsible for:

- Increasing the motivation and aspirations of all “most able” and subject specific “able” students, but specifically those who are currently underachieving.
- Ensuring they are aware of who has been termed a “most able” and subject specific “able” student in their respective year and tutor groups.
- Ensuring all “most able” and subject specific “able” students are actively involved in school life and pushing students towards the various opportunities on offer, such as competitions, extra-curricular clubs, trips, and activities and responsibilities that might appeal to the “most able” and subject specific “able” students.

The Subject Leaders will be responsible for:

- Determining the entry level band of students as they join us in Y7, by the specific deadline determined and shared by the SLT.

- Determining the entry level band of any new student joining the school (non-standard entry) within 6 months of their date of arrival, in order that they can be added to the “most able” and/or subject specific “able” lists if required.
- Monitoring and reviewing the performance and the progress towards targets of the “most able” and subject specific “able” students in their subject area(s), directing intervention strategies as appropriate.
- Monitoring the curriculum planning and provision for the “most able” and subject specific “able” students in their subject area.
- Monitoring the impact of intervention and adjusting accordingly.
- Carrying out self-evaluation activities within their subject area(s) to ensure appropriate levels of stretch and challenge are maintained.
- Sharing expertise, advising colleagues of suitable strategies for extending the “most able” and subject specific “able” in their subject and assisting colleagues with differentiated planning.
- Identifying and addressing the needs of underachieving or disaffected “most able” and subject specific “able” students and meeting with their teachers to discuss viable strategies and to suggest and where necessary organise measures to address under-achievement in the “most able” and subject specific “able” cohorts.

The Subject Teachers will be responsible for:

- Highlighting the formally identified “most able” and subject specific “able” students on their class lists and seating plans. It is essential that all teachers are aware of the “most able” and subject specific “able” students in their class.
- Providing students with activities that stretch, deepen and accelerate the learning of students.
- Ensuring students are challenged and therefore motivated to reach their full potential and not settle for the class average.
- Encouraging students to take part in relevant extra-curricular and after-school activities and organising them where possible.
- Providing feedback to subject leaders, and parents/carers, on students who are performing above expectations or underachieving.

Possible Teaching and Learning Strategies

Classroom strategies could include:

- Varied and flexible grouping within a class.
- Provision of opportunities for the “most able” and subject specific “able” pupils to work with pupils of similar ability, which will mean that it is sometimes appropriate for pupils to work with older pupils.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks including stretch/challenge tasks.
- Opportunities for the “most able” and subject specific “able” to undertake higher-level work in small groups.

- Self and peer assessment.
- Opportunities to improve work after teacher assessment through effective feedback.
- Allow independence and space for students to make mistakes and work through them themselves.
- Students participate in lesson delivery.
- Differentiation within subject areas.
- Differentiated independent learning.
- The higher the attainment, the less instruction.
- Setting clear and challenging targets.
- Asking higher-order questions which encourage investigation and enquiry.
- Sharing top scoring model exemplars with students and asking students to identify examples of success criteria being met.
- Share marking criteria with the students before setting the task.
- “Most able” and/or subject specific “able” students to play the role of teacher or leader within group/pair work.
- Teaching thinking skills in a subject context, e.g. problem-solving, decision-making.
- Facilitation of independent learning by allowing pupils to organise their own work in their own way, to carry out tasks unaided using their own strategies, to evaluate their work and become self-critical.

Out of class provision could include:

- Enrichment events
- School clubs
- Workshops within school.
- Visits out of school/Visitors into school
- Opportunities to attend master classes
- Competitions
- Opportunities for students to become ‘experts’ and teach others their skills.

Working with Parents and Carers

HSLC will work closely with parents and carers to ensure that students identified as “most able” and/or subject specific “able” achieve their potential because we believe that empowering parents and carers leads to better outcomes for students.

Conclusion

HSLC endeavours to provide teaching and learning opportunities that support our students to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially. Curriculum delivery must be flexible with differentiation at its heart. Students should be inspired to develop a passion for learning, become respectful, effective and reflective lifelong learners and realise their full potential through achievement of the highest grades they can possibly achieve. Opportunity, challenge and enrichment both within and beyond the classroom are the cornerstones of such provision.