Whole School Most Able Policy

(ratified by Full Governing Body 2nd April 2019)

Review Cycle: 2 Years – Spring Term

Review By: Leadership Team, Standards Sub-Committee

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Rationale:
At Alcester Academy, we believe in creating an inclusive learning community that celebrates the uniqueness of all children. The school will promote stimulating and challenging experiences through a broad, balanced curriculum that also offers quality-learning activities that focus on the particular needs and talents of the children. We are also committed to identifying and meeting the needs of these children as early as possible in order to enable them to achieve their best.

Aims:
- To develop the provision for most able and talented children.
- To develop a curriculum that extends and enriches the learning experiences of this particular group of children.
- To develop a range of learning and teaching strategies that extends and supports children's development.
- To work effectively in partnership with the pupils to develop individual learning programmes.

Objectives:
- Develop a whole school approach to meeting the needs of most able and talented children.
- To identify most able and talented children in our school
- To ensure effective monitoring and evaluation systems are in place.

Definition:
There is no universally agreed definition of learners who generally would be recognised as most able, but describes learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners.

The NACE (National Association for Able Children in Education) vision statement is 'All able children are recognised and have the opportunity to realise their potential' which fits the philosophy at Alcester Academy. NACE believes:

- Defining ability is complex and evolving.
- High ability includes all domains of human achievement
- Many children are capable of high achievement given the right opportunities
- There should be no ceiling on how many children in a school are defined as highly able
- Every school should and can provide opportunities for their highly able to flourish and achieve

The identification of most able and talented learners is linked to their context, regardless of how these learners compare to most able and talented learners in other schools. In every school, therefore, you should expect to find a group of learners identified as most able as well as suitable provision for their development through the breadth and depth of their learning experiences and activities. Providing an enriched curriculum can improve the quality of learning and raise standards for learners for all abilities and talents, giving them opportunities and encouragement to achieve their full learning potential.

- Most Able and Talented (or Gifted and Talented) is the general term for this concept;
- Children may be most able and/or talented in diverse fields (academic, creative, sporting, social, leadership);
- Most able children would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges;
- Talented children can demonstrate an innate talent or skill in creative or sporting fields
- Most able and talented children may be "high flyers", coasters or disaffected.

Talents within the school can be classified in one or more areas, such as:

Core (English, Maths, Science, Religious Education)
Artistic (Art, Design, Music)
Practical (Design and Technology)
Languages (German, French)
Physical (P.E, Dance)
Social (Humanities)

Most Able children are those who display a level of ability beyond that of their peers, they are highly motivated and thrive on different and challenging learning experiences. In addition to these more obvious pupils, it is the responsibility off all staff to develop the Most Able who can sometimes be seen as underachievers (tend to be withdrawn, shy members of the class who choose not to draw attention to themselves) and disaffected (often engage in anti-social behaviour as a result of poor motivation or lack of sufficient challenge). Class packs are used to monitor all Most Able students at Alcester Academy.

Identification Strategies

We are committed to identifying children in response to this policy's definition on most able and talented, which will enable us to accurately identify the diverse range of abilities. This will be achieved by using a variety of strategies as part of the identification process. It is not intended to define a pupil as most able and talented based on the results of a single strategy, but rather, from a combination of any of the following:

- Examination results, school exams, a range of other tests such as National Maths Challenge;
- Teacher observations;
- Course work/Controlled Assessment;
- Nomination based on skill, interests and ability.

Roles and responsibilities

The school recognises that successful provision for most able children is dependent on partnership. We realise that all parties involved in this process have rights and responsibilities that need to be acknowledged and respected. These will include:

Teaching/Support Staff

- Monitoring the top 10% of each class on a rolling basis taking assessments and classwork into consideration in equal measure.
- The school aims to provide a stimulating learning environment for all its children, this includes the most able with a variety of teaching strategies explored;
- Most able children will be provided (where and when applicable) with differentiated work to meet their specific learning targets, these targets may be based on internal data or teacher/self-designed.

Subject Leaders:

- Subject Leaders will liaise with the Most Able Co-ordinator over the early identification of most able children in his/ her department;
- The top 10% in each department in terms of overall successes (testing, controlled assessments and class work) to be shared with the coordinator creating a central database;
- Each department will nominate a teacher with responsibility for most able children and create a short policy that reflects that subject (these will be added to this document).

Most Able Coordinator:

- Manage a central database for each subject's most able and share this with all teachers and support staff;
- Offer a central support for the subject representatives;
- Encourage all teaching staff to manage effectively their own teaching group most able pupils (top 10% of every group);
- Manage a small budget to help support the most able initiative.

Teaching and Learning:

Teaching and learning strategies could include where appropriate:

- Varying groups to suit tasks;
- Extension opportunities;
- Child initiated learning opportunities;
- Differentiated teacher questioning;
- Targeted use of classroom assistants;
- Adopting a problem solving approach;
- Adopting a skills based approach;
- Setting where appropriate;
- Awareness of learning styles;
- Special tasks of responsibility;
- Visits by experts;
- Use of most able as tutors/mentors/leaders;
- Acknowledging children's success through displays/rewards/newsletters;
- Encouraging identified children to share their expertise and skills, supporting others within and outside the classroom

Monitoring and Evaluation:

- Children should be aware of testing data and review process so that they can be instrumental in setting their own learning targets;
- The co-ordinator will work closely with subject leaders to support and develop the policy.

Pupils:

Pupil Profiles will not be required for the Most Able, as their needs can be met through normal differentiated tasks when appropriate.

Progress of all children should be monitored carefully to ensure that adequate challenge is provided in their area of talent.

Details of children who are registered as Most Able will be collected and collated so that their progress can be tracked, particularly at the point of transition between key stages. Most Able enrichment opportunities are also tracked to ensure a rich and diverse educational diet is achieved to best prepare these students for life beyond the Academy.

Signed: _____ **Chair of Governors**

Signed: _____ **Headteacher**

Date: _____