



MOST ABLE POLICY

Term of policy: 3 Years

Approved by: LGB 10.10.24

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Sources: NGA, The Key

Online location: Policies

Consulted with JCC? Yes No

Introduction

This policy replaces any previous policy and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, we have carefully considered the impact of this policy on equality. The school will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics, race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

1. Foreword

Rooks Heath School is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow and is part of the Tithe Multi-Academy Trust. The policy is subject to review by the School's Chair of Governors' Leadership Group and is subject to approval by the Governors of the School.

Rooks Heath School is fully committed to equality of opportunity for all students. We believe that every student, whatever their ability, has the right to be challenged and so encouraged to develop to his or her full potential.

This policy is formulated by the Most Able Co-ordinator and is monitored by the Deputy Headteacher for Curriculum and Assessment.

High quality provision for Most Able students does not just benefit these learners, but raises the standard of teaching and learning throughout the school.

2. Use of Terms

'Most Able' Students

Following the recommendations of the Sutton Trust (*Educating the Highly Able*, 2012) we no longer use the term 'Gifted' to describe high attaining students. As in the most recent Ofsted report (*The most able students*, Ofsted, 2013), we have replaced the term 'Gifted' with 'Most Able'. As recommended in the Sutton Trust report we understand the phrase 'Most Able' to refer to the top 5-10% of pupils in a given year group based on academic potential from KS2 data, and CAT4 data when there is no KS2 data available.

3. Most Able Coordinator and Assistant to the Most Able Coordinator

At Rooks Heath School we have a Most Able Coordinator who oversees the selection of Most Able students, their enrichment and guidance on next steps. The Most Able Coordinator is Ms N Cohen and is line managed by the Deputy Head for Curriculum and Assessment, Mr S Macaulay.

4. Identification of Students in KS3 and KS4

4.1 SATs and CAT4

At Rooks Heath School there are three ways of identifying Most Able students. Initial identification is carried out by the Coordinator using Key Stage 2 SATs data and CAT4 results. A register is produced in the Autumn term for the new Year 7 group based on the top 5-10% of results. Typically students identified in Year 7 have an average SATs scaled score of at least 110 and are on an Excelling Flightpath. A letter is sent to parents or carers informing them of their child's inclusion on the register. The data manager identifies these students in SIMs so that the information is immediately available to all staff and the register is available to all staff in SharePoint.

4.2 In-Year Admissions Tests

The identification of students using CAT4 and SATs data is an ongoing process where the data of In-Year Admissions to the school are reviewed by the Most Able Coordinator.

4.3 KS4 Mock Examinations

Students in Years 10 and 11 will have the opportunity to be added to the Most Able register if they should score highly (Grades 7-9) across a range of subjects in their Year 10 and Year 11 Mock Examinations.

5. Monitoring of Progress

Most Able students are monitored in the following ways:

- The Coordinator reviews progress by studying termly monitoring reports.
- Students' progress is monitored according to their Flightpaths or Predicted Grades.
- Students' attitude to learning is also monitored by the use of monitoring grades in termly reports.
- Most Able students who achieve highly (either meeting or exceeding their expected progress) may receive reward points and praise both verbal and in the form of postcards sent home.

The Most Able Coordinator intervenes with underachieving Most Able students. These students are those who are below expectations in at least one subject in termly reports or students who show a poor attitude to learning (in termly monitoring grades). Students' subject teachers may also refer students who are underachieving. Support may take the following forms:

- An initial conversation with the student to identify the causes of underachievement.
 - Meeting with parents and discussing an action plan for at home and at school.
 - Putting students on White Report for things such as organization, behaviour, quality of homework.
 - Providing and planning revision timetables.
 - Communicating with the Raising Standards and following up with subject teachers.
 - Reviewing subsequent monitoring reports and grades to measure the effectiveness of support.
- Student may be interviewed to discuss progress and to set targets.
 - Classroom provision for Most Able students is monitored by the Teaching and Learning team as part of the ongoing cycle of lesson observations, learning walks and book scrutinies in the School.

6. Provision

6.1 Teaching

All staff are responsible for the provision of high-quality teaching for all students. For Most Able students this should take the form of 'Extension' tasks, alternative 'Stretch and Challenge' tasks or tasks targeted at their attainment level. All teaching staff are therefore required to know who the Most Able students they teach are, and to challenge these students accordingly and support them when they are underachieving.

6.2 Departments

Heads of Department (and the whole departments themselves) are responsible to providing a curriculum that meets the needs of Most Able students and students who are most able in their subject(s).

6.2.1 Subject-based Enrichment Opportunities

These are open to students other than those on the Most Able register, but participants are often from this group. These opportunities are many and varied and include:

- Drama/musical productions each year.

- Instrumental lessons, string and guitar groups and rock school, with regular performances by students in assemblies and concerts. There is an opportunity to sit instrumental exams.
- Participation in the UK Maths Challenge.
- Geography, History and Biology fieldwork trips.
- Accelerated Reader targeted at students' reading level.
- Theatre trips.
- Visits to university departments.
- STEM trips.
- The Most Able Coordinator may be able to assist departments in funding trips and competitions that involve Most Able students.

6.3 Most Able Team

The Most Able Coordinator is responsible for providing training and PD to staff on how and why to challenge Most Able students in a variety of subjects that is up to date with research, Department for Education policy and best practice in other schools.

6.3.1 Enrichment Opportunities Provided by the Most Able Team

- Years 7-9 attend a 'Powerful Knowledge' curriculum, where each year group attends sessions in tutorial time based on broadening their knowledge of literature, history, art, music and culture, themed as the following:
 - Year 7: Discovery Through the Ages
 - Year 8: Around the World
 - Year 9: Current Issues and Affairs
- Year 10 students attend an Oxford Inspire Programme, which takes place after school for one hour a fortnight and enriches student academic understanding in a range of areas.
- Visits to places of interest such as The National Gallery, the Design Museum, Science Museum, the London Transport Museum are offered to students in Years 7-9.
- University visits are offered to Year 10 and Year 11 students, including Oxbridge.

6.3.2 Preparation for Examinations

- Most Able Year 11 attend one tutorial session a fortnight where they learn and implement revision techniques towards their GCSE exams.
- Most Able Year 11 students attend breakfast revision sessions before mocks and before their GCSE exams which are arranged by the Most Able team and run by subject department members. These focus on how to achieve grades 7-9 at GCSE.
- Most Able students in Years 7-10 have three study skills sessions before their school summer assessments and mocks, focusing on ways to revise effectively and plan revision.

6.3.3. Pupil Premium Most Able students

Nationally students who are in the highest attainment band in KS2 and are Pupil Premium students will not make as much progress as Most Able non-Pupil Premium students. Nationally there is an especially large gap between Pupil Premium Most Able students and non-Pupil Premium Most Able students achieving grades 7-9. As a result the Most Able register specifies who the Pupil Premium students in the Most Able register are, so that teachers can intervene as is necessary. The Most Able

Coordinator draws the attention of teaching staff to these particular students as students who are at risk of underachieving.

6.4 Sixth form Most Able Students

6.4.1 Identification of Most Able Students at KS5

In line with how A level progress and attainment are measured (based on progress from GCSE rather than from KS2 data), we do not continue the Most Able register from Year 11 into Year 12. In Year 12 students are identified based on their ALPS predicted grades, which are based on their attainment at GCSE. As for the register at KS3 and KS4 the cohort size of Most Able students is between 5-10%.

6.4.2 Monitoring of Most Able students at KS5

As for KS3 and KS4, KS5 Most Able students are monitored by the Most Able team according to their attitude to learning in monitoring reports and whether they are making expected progress according to their monitoring reports and mock grades. Support take the following formats:

- Students who meet or exceed expectations will receive verbal praise and may receive postcards home.
- Students who achieve below expectations will be asked to discuss why they underachieved and parents are contacted. The students, the Most Able team, and A level subject teachers will be responsible for putting into place a specific action plan, which may include things such as increasing the hours spent on homework, repeating mock exams or attending a study club in school time.

6.4.3 Provision for Most Able students at KS5

Provision for Most Able students at KS5 aims mainly to support students in achieving the best possible grades and to enrich their studies in advance of their university applications. This may take the form of:

- Ensuring aspirations are suitable for the Most Able group for employment and university choice.
- Feedback on multiple drafts of the UCAS Personal Statement.
- Mock Oxbridge and university interviews (held in and outside of school).
- Support towards university level aptitude tests is arranged either in school or outside of school (e.g. support for the STEP exams at Harrow).
- Twice a year the Coordinator meets with students to suggest and signpost extracurricular, academic activities which reflect independent learning and a passion for the chosen subject. They might include wider subject reading and podcasts and attending summer schools and lectures.