



MOST ABLE STUDENTS POLICY 2016-18

The policy builds on our values:

RESPECT ...ourselves, each other and our academy.

BELIEVEin ourselves, we can do it and we will never give up.

ACHIEVE ... our very best in all that we do.

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, with specific focus on the development and delivery of the Honour's Programme
- 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.
- Teaching staff identified to be deployed to stretch the Most Able.
- An academy wide culture of high expectations and a celebration of excellence.
- Strong independent careers advice and guidance that raises aspirations.
- Pastoral support for Most Able students.
- CPD for staff to ensure that all staff are committed and able to meet the learning and pastoral needs of the Most Able students.
- Effective communication with parent/guardians of Most Able students.
- Enrichment activities to raise aspirations and build on learning within the classroom, including university visits.

It is whole school policy that we believe every child should be encouraged to leave with at least one grade 7-9 regardless of ability on entry and Most Able students should be encouraged to leave a minimum of 5 grade 7-9 across the curriculum.

Identification

Students will be identified as those who have achieved a level 5 or above in both maths and English at Key Stage 2, or a scaled score of 110 and above.

Provision

Most Able students will be provided with the maximum levels of challenge in everyday lessons and staff will have undertaken extensive training to ensure that the needs of all learners are met.

Honours Programme

We believe that students do not need to attend a Grammar School if they are able. Here at Rose Bridge Academy such students will be placed in our Honour's Stream, where they can expect:

- academic rigour which accelerates progress and equips students with the courage to use the understanding they gain
- a classroom culture which has supremely high expectations of students in terms of learning expectation and behaviour for learning
- lessons which rapidly develop students' oracy and rhetoric through extensive reading lists, extended and creative writing with precision to express meaning and the opportunity to listen and present their ideas with courage, conviction and impact through skillful debate
- to develop a life-long love of learning from lessons taught by academic specialists with a passion for their subject.
- teaching that goes beyond the narrow confines of examination syllabuses, offering our students the best preparation for the very top universities, both in this country and abroad



The creation and development of groups throughout Year 7 & 8 that allow the Most Able and subject specific gifted and talented students opportunity to study are more rigorous and challenging programme of study that stretches those learners capable of becoming strong independent and high achieving students. Maths, English and Science Y7/8 Autumn 2017. To consider whole school and each year group by the start of the academic year 2018-2019.

All subjects should consider co-ordinating group lists accordingly and monitoring to take place to make sure the right students are in the right sets across school. All subjects to review curriculum offer to ensure that the Honours group are taught a challenging curriculum.

Teaching has to be seen not as the process of delivering the same curriculum to all students in the same year of school and more as the process of establishing where students are in their learning and providing appropriately targeted teaching and learning opportunities for all.

This means they are still attending their local school in their local area but are receiving an unashamedly academic diet of subjects and academic grit. We offer opportunities for students to have their enquiring mind stimulated, question extensively, investigate and work independently with creativity. You will find all of this laid down in our Honour's Charter.

We believe that all 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. We aim to ensure that students that meet the Most Able criteria have an entitlement to:

- Personalised education for all students including extension/enrichment, intellectual challenge, self-directed learning/independent learning.
- Opportunities for all students to develop specific skills and talents.
- Concern for the whole child, social, emotional and intellectual.

Each department will consider their provision for this cohort and provide a statement of intent within their own Department Improvement Plan, reflect on progress and provision through liaison meetings with SLT representatives and through departmental quality assurance allowing our Most Able students to receive the highest levels of challenge and opportunity available. Departments will also provide

- Ensure schemes of learning have appropriate challenge and build on previous learning in order to maximise progress
- Set students highly challenging targets
- Ensure quality assurance processes are routinely carried out to check that quality of provision leads to the best possible student outcomes.

All teachers of Honour's Group lessons must be expected to

- Provide incisive marking and first class feedback about what students can do to improve their knowledge, understanding and skills
- Embed opportunities for students to question, work independently and use creativity
- Set highly challenging homework that consolidates learning, deepens understanding and prepares students for work to come
- Provide typically good or better lessons with engaging tasks which accelerate progress and stretch and challenge for the more able students
- Model the academy values of politeness, hard work and honesty at all times and engage in intelligent conversation with students



- Maintain a classroom culture which has supremely high expectations of students in terms of learning expectation and behaviour for learning

Extension and Enrichment

At Rose Bridge Academy we believe every student should be given the full understanding of the options available post 16. We will strive to deliver a series of events throughout a Most Able student's time with us that allows them to experience further and higher education facilities.

Identified Most Able students have access to a wide variety of high quality extension and enrichment activities throughout the year.

- Students will have access to external agencies that will allow for tailored and direct support in the form of workshops and seminars in a range of subject areas.
- Throughout the school Most Able students have the opportunity to attend master classes, lunchtime clubs, after school activities and residential visits allowing for further development.
- They will be afforded opportunities to lead parts of lesson and develop partnerships/support network with students from other schools.
- Access to the PiXL edge qualification and other approved qualifications such as Arts Award, Sports Leaders and Duke of Edinburgh.

Within the curriculum we use a variety of strategies including:

- Using enjoyable methods and tasks to deliver the curriculum (e.g. innovative ways to deliver speaking and listening)
- Provide fitting, cost effective and educationally supportive enrichment days
- Recognition of achievement (awards)
- In addition to bespoke differentiation, build in extra extension activities, where appropriate across the curriculum.
- Set open tasks to give students ownership in a task or activity.
- Varied and flexible students groupings sometimes allowing more able students to work together, sometimes allowing them to take particular roles in mixed ability groups.
- Encourage students to evaluate their own work and so become self-critical.

Support

- Students will have a mentor from within the pastoral and/or SLT team who will be available for support and guidance.
- Students will be encouraged to participate in extra-curricular and enrichment activities.
- Parent/Guardians will be encouraged to support students at home and inform school of any concerns.
- Students will be signposted to relevant websites and support materials.
- Students will be recommended for additional external support and guidance.

Possible Teaching and Learning strategies

All classroom based staff attend in house training sessions based on improving teaching and learning throughout the academic year but some of the following techniques are highlighted at specific whole school sessions focused on Most Able led by the Lead Teacher and Assistant Head Teacher responsible for T&L.

Extra training is provided for Trainees, NQTS and RQT. Some of the strategies highlighted include:

- Stretch/challenge tasks (rather than Extension tasks) for most able students
- Encouraging students to apply prior learning within a new context/subject area
- Test students to devise success criteria for a topic/object
- Open-ended questions as a starting point for extended discussion
- Providing work from the key stage above



- Creative tasks to test student's in-depth understanding of a topic
- Sharing top scoring model exemplars with students and asking students to identify examples of success criteria being met
- Self and peer assessment
- Improving work after teacher assessment through effective feedback.
- Differentiated independent learning.
- Students to study material/topic for independent learning prior to the class and then build on students' understanding within the classroom.
- Most able student to play role of teacher or leader within the group or pair work
- Socratic discussion and questioning in which teachers and learners ask and answer questions to stimulate critical thinking and to draw out ideas
- Talk as a rehearsal for writing – encourage students to always use Standard English and academic terminology within class discussions.
- Allow independence and space for students to make mistakes and work through them themselves.
- Students participate in lesson delivery.
- Clearly defined research projects with success criteria as independent learning to allow students to explore the subject further.
- The higher the attainment, the less instruction.
- Multi-sensory activities.
- Share marking criteria with student before setting task.
- Emphasis abstract as well as basic concepts.
- Giving handicaps so the task is more challenging, for example not being allowed a calculator or only being able to answer in words that are 5 letters or more.
- Encourage students to use knowledge from other subject areas e.g. asking students within a science lesson to come up with economic arguments for and against environmental action.
- Encourage out of school interests.
- Mentoring with older children/adults.

Monitoring

- A list of all students will be in the shared area and on the data tracking sheets.
- Feedback from Lead Teacher Most Able
- Specific and focused book sampling and work scrutiny of students on the Most Able register
- Lesson Observations that look specifically at Most Able provision.
- Data, tests and reports.
- Student Voice.

Review date September 2018