



Limehurst Academy Policy Document

Most Able

Date Approved by Governors: October 2019

Review Date: October 2020

Headteacher's signature:

Chair of Governors' signature:

Limehurst Academy - Policy for Most Able Students

Background

Limehurst Academy provides a challenging curriculum and offers a range of enrichment opportunities for all our students. As part of this, we are committed to meeting the needs of our Most Able (MA) students to ensure that they reach their full potential in their academic achievement and also in a range of aspects of school life.

Our MA students have an entitlement to the following:

- Lessons that stimulate, engage, challenge, inform, excite and encourage through partnership and dialogue with teachers and other students and active participation in the lesson.
- Fully prepared to meet their full potential at assessment and examination at KS3 and KS4.
- Staff commitment and training to develop students' full potential at all times.
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those concerning issues related to those students identified as MA.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extracurricular activity, personal and social education, careers guidance and counselling, visits to local industry, work experience and community service.

Definition

In defining what is meant by the term MA, we have adopted the following definitions:

- In the first instance, those students in each cohort who have achieved an average points score of 110 (5B) or above in English and Maths at the end of Key Stage 2.
- Those who show an exceptional ability for example in a curriculum area such music, art or sport.
- Those students who possess a general academic learning ability that is significantly greater than that of most of their peers.

The above list is, of course, not exhaustive and students may display exceptional abilities in a wide number of areas.

Identification

Identification of MA students is based on:

- Key Stage 2 scores in English and Maths from previous schools.
- Teacher nomination in particular subject areas.

Evaluation

The MA Coordinator will coordinate, monitor and evaluate the provision for the MA and will report to the Assistant Head for Teaching & Learning. Key issues will be shared at SLT and Governor meetings as appropriate.

Classroom Approaches:

- Inclusion of a wide range of activities involving research/study skills, problem solving, decision making, analysis, creative thinking, speculation and evaluation.
- Schemes of work provide the opportunity for challenge within all lessons, monitored by Heads of Department through lesson observations and book scrutinies.
- Assessment for learning processes to allow students and staff to assess the progress of all students and support the MA.
- Grouping students according to ability where appropriate, to allow the MA students to work together, mixing groups to allow able students to support others.
- Using high order questioning both verbally and visually to challenge the MA students.

Out of Class Approaches:

- Enrichment opportunities within school, locally, regionally and nationally.
- Opportunities and encouragement to become involved in whole school activities.
- Access to a range of resources to support their areas of interest/expertise.

Personal, Social and Emotional needs:

- The MA students are offered the opportunity to work with a mentor to support their progress.
- Mentored MA students will evaluate their own progress, barriers to learning and set targets to make progress.

Responsibilities of MA Co-ordinator:

- Ensure registers of the MA students in subjects are generated through SIMS/Go4schools for each year group.
- Close monitoring of the achievement of the MA students through regular data analysis.
- Tracking the progress of the MA students through lesson observations and self-evaluation.
- Identify any underachievement and provide mentor support to improve student grades.
- To undertake challenge learning walks to monitor the level of challenge with lessons and departments.
- Continuing professional development for staff that addresses the implications of the MA and develops teaching and learning styles that take account of differentiation, enrichment and challenge.
- Providing CPD opportunities to ensure challenge is built into all lessons.
- Co-ordinating and providing enrichment activities for the MA and talented students and sharing these opportunities with parents.
- Working with teachers to ensure all MA and talented students are making the required progress through a range of strategies and intervention.
- Develop a MA page on the website for students and parents to access.
- The encouragement of students to enter local and national event and competitions.
- Recognition, celebration and rewarding of achievement of all students.
- Liaison between the school and home.

Responsibilities of all teaching staff:

- To have an awareness of the MA students they teach.
- To ensure their lessons are challenging for all.
- To be aware of the progress being made by all of their students including the MA students.

- To support those students who are not making the required progress including their MA students and highlighting within department challenge lists.
- Appropriate, timely intervention for underachieving MA students by Departments and by direct intervention by the MA Coordinator where appropriate.

Claire Corker
Reviewed October 2018