



# **'Most Able' Policy**

**Date Passed to Governors**                      **February 2018**

**Date of last Review:**                              **July 2019**

**Date of Next Review:**                            **July 2020**

## Most Able

Longfield Academy aims to:

- develop culture and ethos so that the needs of the most able students are championed by school leaders
- improve the transfer between primary and secondary schools so that all Year 7 teachers know which students achieved highly, know what aspects of the curriculum the most able students have studied in Year 6, and use this information to plan and teach lessons that build on prior knowledge and skills
- ensure that work continues to be challenging and demanding throughout Key Stage 3 so that the most able students make rapid progress
- ensure that senior leaders evaluate mixed ability teaching so that the most able students are sufficiently challenged and make good progress
- evaluate the quality of homework set for the most able students to ensure that it is suitably challenging
- provide opportunities outside of curriculum time to enhance skills and foster a love of learning in all subjects
- give the parents and carers of all pupils specific and more frequent information about what their children should achieve and raise their expectations where necessary, through Reporting as well as whole school events such as Revision Evenings.
- develop more in-house expertise and up-to-date knowledge to support the transition to Post-16 providers, especially A-level qualifications.
- work with the Careers, Community & Post 16 Aspiration Coordinator to overcome any cultural and financial obstacles to university application
- develop more in-house expertise and up-to-date knowledge to support the transition to Post-16 providers, especially A-levels.
- work with the Careers, Community & Post 16 Aspiration Coordinator to publish more widely success stories of past Longfield pupils, including College and university destinations.

## **Rationale**

Longfield Academy endorses the ideological philosophy of the OFSTED framework 2019 – this can be viewed via this link

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/814756/School\\_inspection\\_handbook\\_-\\_S5\\_4\\_July.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814756/School_inspection_handbook_-_S5_4_July.pdf)

Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils, the most able pupils and pupils with SEND. Inspectors will consider the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject.

## **High Prior Attainers (HPAs)**

Subject teachers will know who the high prior attainers are based upon information from Key Stage 2. This information is shown on departmental trackers and SIMS. Reading ages also appear on Class Charts. Where appropriate, departments may also wish to do additional baseline testing to complement this – especially in the practical subjects where prior attainment may not be relevant, for example art, music, physical education. Class teachers should ensure that an appropriate level of challenge is set for these pupils in order to cater for their specific needs within lessons. This should be outlined on any lesson plans.

## **Most Able Students**

Pupils who are Most Able will be identified by teaching staff from each department. Generic criteria are given to Heads of Department to use as a guide to aid identification, which includes 6 categories - physical skills, social skills, personal skills, cognitive skills, creative skills and leadership skills. Staff can also use relevant data to support their decision. It is up to the teacher to use professional judgment to identify the Most Able pupils in their subject. These will be verified by the Head of Department who will share the information with AHT – Challenge, Support and Progress so it can be stored centrally.

## **Guidelines for a successful curriculum for the most able**

- Pupils realise the value of success & celebrate it. Pupils develop social, moral & life skills alongside the Personal Development Programme and PiXL Edge.
- Longfield will develop partnerships with primary schools to allow for early identification of the most able pupils and in doing so will further develop its provision for its most able pupils
- Provision should raise pupil achievement, self-esteem and aspirations
- Provision for the most able must be included in department self-evaluation and Improvement Plans and remains a priority.
- Opportunities for mentoring will be available for all Year 11s as outlined in Target Setting, Tracking and Assessment documentation. If a Most Able pupil

is below target, this could be a Mentoring Support Plan where targets would be set between pupil and mentor weekly with bespoke intervention being provided.

## **Provision**

Challenging the Most Able should have as much priority as supporting pupils with SEND.

### **The Class Teacher role:**

- Follow the Longfield Classroom Charter every lesson.
- Attend all CPD and briefings and read the weekly Longfield LEARNs to maximise knowledge on the Welfare Work Box, Differentiation and Challenge. Access the Longfield Learning Station 'Challenge' Area to enhance own teaching and learning ideas.
- Ensure Pupil Progress Documentation is based on the most up to date information.
- Make success criteria and objectives clear to pupils
- Adjust resources from Medium Term Planning to ensure there are learning activities which are pitched appropriately for the pupils
- Identify / tackle underachievement within lessons and alert Head of Department should additional support be necessary, for example Department Intervention.
- Monitor & assess groups in line with Target Setting, Tracking and Assessment Document
- Provide opportunities for independent learning
- Ensure Learning Journeys are used at the start of a unit and Marking Tokens follow assessments.

### **The Head of Department's Role and Assistant Head Teacher – Challenge, Support and Progress' role:**

- This group must be include in department Self-Evaluation and Action Plan.
- Ensure challenge is evident in Medium Term Planning, building the knowledge and skills for pupils to achieve the highest grades
- To ensure that all teaching staff within department are following Medium Term Planning and using documentation correctly including Learning Journeys and Marking Tokens.
- Support class teachers in developing and planning provision
- Discuss provision for the Most Able at departmental meetings
- Identify possible causes of underachievement for this group and take appropriate lines of action, and be able to explain this in Data Verification Meetings.

- Completing Book Scrutiny of Most Able pupils to ensure that guidance is being followed
- Assistant Head Teacher – Challenge, Support and Progress will suggest a range of events which will offer these pupils additional experiences beyond the usual classroom setting however this should be organised by Heads of Department and Teaching Staff.
- Provide at least one masterclass per term for Most Able pupils in the subject area – ideally this would be an opportunity for pupils in different year groups to work together