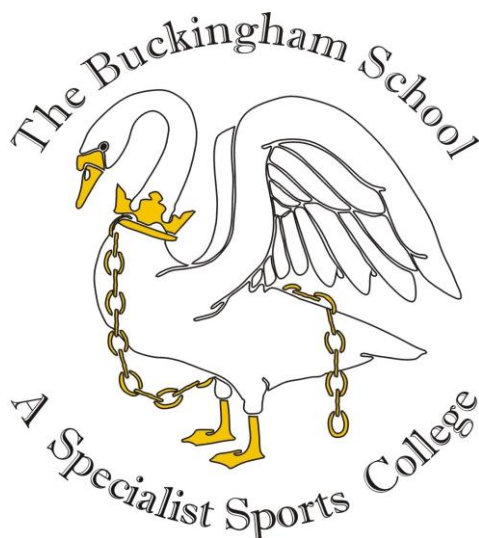


**MOST ABLE POLICY
FOR
THE BUCKINGHAM SCHOOL
A SPECIALIST SPORTS COLLEGE**



NAMED PERSON:	P Roberts
ATTACHED COMMITTEE:	ATL
REVIEWED:	April 2018
REVIEW CYCLE:	1 Year
NEXT REVIEW DATE:	April 2019

Most Able Policy

1. Aims:

Our aim at The Buckingham School is to ensure that all our Most Able students:

- achieve success in examinations at the highest possible level
- have access to a curriculum appropriate to their academic potential
- have equality of opportunity
- feel encouraged and valued so that they can achieve their full potential
- are stretch and challenged in each lesson
- gain increasing independence and confidence in their learning as they move through the school
- are equipped to deal with life post-16, whether in Higher Education, in training or at work

2. Definition of Most Able:

It is important that all understand the difference between Most Able and Upper students. Both sets of students need to be accelerated to achieve the highest outcomes.

- Ofsted has identified the Most Able as 'the brightest students starting secondary school in Year 7 attaining Level 5 (110+) or above in English (reading) **and** mathematics at the end of Key Stage 2.
- Other students that will be expected to attain the highest grades are the Uppers. There are three identification points of identifying these students: Level 5 English, Level 5 Maths or an average L5. If a student achieved Level 5 in English but not Maths, they will only be identified as an Upper in that subject. Vice versa with Maths. However, if they achieved Level 5 in both subjects, and therefore have a Level 5 average, they will be identified as an Upper across the curriculum. For students in lower years these will be students with a KS2 PA of 105+.

3. Identification:

- The identification of the students should be a continuous, ensuring that as new students arrive that they are added when necessary.
- All Most Able students will be clearly identified on Go4Schools and on each class set of data.
- All teachers will be expected to identify the Most Able on their seating plans.

4. General School approach:

In class, teachers **should**:

- Aim to provide appropriate stretch and challenge in their lessons.
- Encourage independence among Most Able students by encouraging them to make consequential decisions about their learning.
- Set Most Able students different tasks for homework.
- Give students the chance to work with other Most Able students in a small group situation.
- Identify Most Able activities in schemes of work and lesson plans.

Teachers **should avoid**:

- Asking Most Able students to do work they are already confident in.
- Giving Most Able students extra work rather than extension work.
- Precluding Most Able students from class discussions on the grounds that they always know the answers.

Through extra-curricular activities, teachers **could**:

- Offer clubs, which allow Most Able students to excel, and which encourage and maintain enthusiasm for the subject. Where teachers have identified students who are able in these areas, they should alert parents to the existence of extra-curricular activities that may be of interest to their child.

5. Responsibilities:

DHT (Responsible for the Most Able):

- Should monitor and review the work of Most Able students across the curriculum to ensure they are working to their ability. They should track progress data after each collection to identify underperformance and areas/students requiring support.
- They should liaise with SLT and Curriculum Leaders to ensure effective and progressive strategies are being implemented.
- Ensure that the Most Able students are encouraged to make appropriate course choices (KS3 to KS4, and KS4 to KS5), by offering them pathways that allow the study of the most challenging courses that are recognised highly in further education.
- It is the responsibility of the DHT to oversee the implementation of the Most Able policy and ensure that their link areas take appropriate action to support underperforming students.

Curriculum/Subject Leaders:

- Each Subject Leader should ensure that teachers within their subject are aware of the Most Able students and are challenging them accordingly. The Subject Leaders are responsible for ensuring that schemes of work and resources make effective provision for challenging and stretching Most Able students. They should track the progress data regularly to identify underperforming students, and implement strategies for intervention.

Subject Teachers:

- Subject Teachers have a responsibility for the progress of all the students that they teach. They must be aware of the Most Able students in their classes, ensure that they are appropriately challenged, and that they make good and exceptional progress. They should provide opportunities to enhance the learning of the students, if they are underperforming.

Tutors:

- Tutors should support the development of any Most Able students in their Year Team or Tutor Group. They should be able to give students pastoral support and guidance so they feel nurtured and secure in their learning.

6. Partnership with parents:

- It is the aim of the school to ensure that there is support and guidance given to parents to help them nurture the development of their child, if placed on the Most Able register.
- When a child is placed on the Most Able register, the parent will be informed and given advice on how to support their child in their school work. The parent can discuss any Most Able issues they may have with the Co-ordinator who can offer support and guidance with their queries.

7. Links with partners:

- It is the responsibility of the school to develop partnerships, outside school, that could benefit the development of Most Able students. These may be through the local community, businesses and industries, FE Colleges and universities.

8. Evaluation and Review:

- The Most Able register will be reviewed annually.

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MOST ABLE POLICY

Adopted:	April 2016
Reviewed:	April 2018
Review Cycle	1 Year
Next Review Date:	April 2019

Mr Matthew Watkins
Chairman
Governing Body

Signed:  Date: April 2018