

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



NAMED PERSON:	KAREN LEFEVRE
ATTACHED COMMITTEE:	PERFORMANCE
REVIEWED:	OCTOBER 2020
REVIEW CYCLE:	2 Years
NEXT REVIEW DATE:	OCTOBER 2022

Most Able Policy

1. Aims:

Our aim at The Buckingham School is to ensure that all our Most Able students are identified and supported as they progress through the school, acknowledging that attainment in Year 6 is not the sole indicator of ability and potential. We want our brightest students to:

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

2. Definition and Identification of Most Able:

We acknowledge that there is no definition for Most Able by Ofsted or the DfE: "Schools should develop their own methods of identifying and assessing these pupils (DfE)" and so we have a number of identification processes that ensure all students with emerging potential are highlighted and included in any extra or different provision. Additions to our Most Able cohort are confirmed and publicised at key points throughout Years 7- 11.

We have 2 distinct categories of Most Able - those identified based on KS2 results and reflecting DfE guidance that "Many schools are taking a scaled score of 110 or above in reading and maths as a benchmark for being 'more able' and have been assessed in writing as 'working at a greater depth within the expected standard". These are known throughout the school as the 'official' Most Able and are clearly identified as such on entry to Year 7 and in Go4Schools as MA; these students are those that the school is judged on in terms of Year 11 outcomes.

A second category of students with great potential for academic success are termed MA* and are added to the cohort at key points and based on a variety of data:

- * Year 6 Leaders identify 'Bright Sparks' in summer term prior to joining TBS. These are students who may not do well at KS2 tests but who nevertheless are bright, sparky and with great potential.
- * CAT scores are analysed in September Year 7 and those with a mean SAS of 116+ and whose Reading Age is above birth age are also added as MA*
- * There are 2 further trawls for 'later developing' MA students, a) midway through Year 8 and b) at the end of Year 9, prior to the commencement of GCSE courses. These are based on subject teacher recommendation; where a student is mentioned in 3+ subject areas, they too join the cohort as MA*

In this way, we grow our Most Able cohort throughout their schooling, acknowledging and celebrating their potential.

All MA and MA* students are highlighted in our Go4Schools so that they are included in teachers' interventions and as part of academic challenge days.

Practical, creative, physical subjects (PE, Technology, Art, Performing Arts) identify Talented students within their subject areas and, in these areas, it is the responsibility of the CL to maintain a register of these students to ensure they are afforded additional, subject-specific opportunities which may arise.

3. School Expectations

All subject teachers **should**:

- identify MA and MA* students on seating plans, in mark books and through the addition of a sticker on exercise books. (Sticker serves to prompt students to complete all Challenge/Extension tasks set as part of lessons)
- provide written feedback to such students that includes open-ended questions to prompt ongoing student/teacher dialogue

- set Most Able students Challenge Tasks through the bespoke google classroom for each subject for such students
- offer students opportunities to work with other Most Able students in a small group situation, whilst acknowledging the benefits of them also supporting less able students
- identify Extension activities in schemes of work and lesson plans for such students

Teachers should avoid:

- asking Most Able students to do work they are already confident in.
- giving Most Able students extra work rather than different 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.

5. Responsibilities:

Curriculum Leaders and Subject Leaders will:

- Ensure that all deliverers of their subject adhere to this policy

The Most Able Co-ordinator (currently Lead Practitioner):

- Will monitor and review standards and attainment of Most Able students across the curriculum to ensure they are working to their ability.
- Should track progress data after each collection to identify underperformance and arrange support, where necessary
- Should liaise with SLT and Curriculum Leaders to ensure effective and progressive strategies are being implemented and underachieving students are supported.
- Will 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.
- Will mentor MAPP students throughout their schooling to explicitly track, nurture and inspire them to aim high.
- Will meet MA and MA* students termly to gain feedback and suggestions for Teaching and Learning improvements specific to their needs
- Will co-ordinate Academic Challenge Days for Most Able students during Gain Time annually
- Will communicate with parents when MA* are added to the Most Able cohort in order to celebrate potential and encourage support and tracking of challenge by parents

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Review Cycle	2 Years
Next Review Date:	October 2022

Mr Matthew Watkins
Chairman
Governing Body

Signed:  Date: October 2020