

Melior Community Academy

Policy for most able Students

Widely Accepted Definitions

Schools are required to identify and make provision for the **most able** students in each year group. This group is made up of pupils who have come in to year 7 with a level 5 in and English and Mathematics.

Our Beliefs and Values

At Melior Community Academy we believe that all students are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We also believe that we have a duty to help our students develop as well-adjusted, autonomous and valued members of their community.

All students have particular individual needs which must be met if these goals are to be achieved.

We are committed to providing a curriculum of sufficient challenge and accessibility for all students. In addition, we will provide opportunities to identify and nurture those who are most able.

We accept that all students have an entitlement to the following:

- Staff commitment to develop their full potential at all times.
- Lessons which stimulate, interest, challenge, inform, excite and encourage, through partnership and dialogue with teachers and other students and through active student participation.
- Courses that lead to appropriate examinations and accreditation.
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school issues, especially those which relate to students identified as most able.
- An entitlement beyond subject teaching, including preparation for adult life and for the world of work. This should include extra-curricular activity, personal and social education, careers education and guidance, educational visits, work experience and community service.

It is recognised that some underachieving pupils may have latent high ability, which they hide due to peer pressure in order to be accepted socially by their peers and not appear different. For this reason, all pupils identified as most able from their key stage 2 data are in set 1 in year 7,8 and 9. It is acknowledged they may be:

- Pupils who achieve highly on tests of potential but fail to achieve in school-based assessment due to peer pressure, dislike of writing, lack of tolerance of repetitive tasks linked to exams. These students may be concealed, gifted under-achievers who do not want to be different to their peers and want to merge into their peer group.
- Pupils who score highly on non-verbal tests but have only average linguistic ability
- Very creative pupils whose creativity is apparent but not measured in the tests. They may be thinkers, often unpopular with peers, due to perceived lack of social skills and things in common.
- The outstanding pupil who refuses to perform to order
- Stress due to social factors outside the school
- Poor behaviour – the rebellious gifted
- Boredom from unchallenging learning activities
- Physical disability
- Specific learning difficulty eg Dyslexia

Publication of Information

It is important that the school is open with parents and pupils about what it is trying to do and is actively seeking their support and involvement. Improving provision for most able pupils is about developing a child's full potential and is **not** about creating an elite group or being divisive!

Responsibilities

- a. Associate Assistant Principal responsible for most able students
 - Lead the development of the school's policy for most able students
 - To work with department where most able data is below expectation in order to improve the outcomes for those most able pupils
 - To advise staff on most able teaching strategies
 - To liaise with Learning Leaders as appropriate
 - To discuss with the Leadership Team appropriate courses of action for students identified as able in many areas
 - To monitor provision for most able students
 - To manage any budget available that is dedicated to most able students
 - To organise or deliver appropriate CPD to support most able students in mainstream classes
 - Facilitate access for most able students to appropriate local and national courses and events
 - To liaise with feeder Primary Schools over their current provision for students transferring to Year 7
 - To work with progress leaders and learning leaders to identify and address the needs of underachieving most able students
 - To liaise with the Assistant Principal (Teaching and Learning) with regard to the support for the most able.

b. Learning Leaders

- To provide Schemes of Work that contain clear additional extension/enrichment material for most able students
- To ensure that the enrichment/extension material is being effectively used by subject teachers
- To include discussion of provision for most able students as a regular departmental meeting agenda items
- To retain examples of outstanding work for reference within the department

c. Subject Teachers

- To provide lessons that contain enrichment/extension materials for identified students
- To monitor the progress of identified students
- To encourage students to enter subject-specific local and national events and competitions
- To provide opportunities most able students to work together where appropriate
- To provide subject specific support for most able students through the whole school Subject Support mentoring system

d. Monitoring and Evaluation

The responsibility for monitoring and evaluation lies with the Assistant Principal (Teaching and Learning) and the Associate Assistant Principal who will evaluate the consistent and successful implementation of the policy including:

- Curriculum provision
- Enrichment, extension and extra-curricular provision
- Identification and monitoring schemes
- The effective use of the most able budget

The provision for most able students will also be reviewed regularly as part of the School Development Plan.

October 2015