




# POLICY FOR THE MOST ABLE

Date reviewed	January 2021
Frequency	Two Yearly
Next review date	May 2023
Reviewed by	Academic Standards, SEN and Educational Trips Committee

Signed:   
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Chair of Governors

Dated: 11.02.2021

Signed:   
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Principal

Dated: 11.02.2021

## **Introduction**

Goldington Academy is fully committed to equality of opportunity for all students. We believe that every student, whatever their ability, has the right to be challenged and so encouraged to develop to his or her full potential.

The term 'Gifted and Talented' is no longer used by the DfE or Ofsted. Consequently the terms 'most able' and 'exceptionally able' will be used throughout this policy.

The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations. However, to effectively provide for the most able, Goldington Academy will look beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum.

Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

As a result of the extensive extra-curricular opportunities available at Goldington Academy, extension for those students who are talented in sports, music, drama, dance and the arts is devolved to those departments. This policy is concerned with identifying our most academically able students and extending and challenging them to the utmost of their academic capabilities.

## **High academic expectations for all of our students**

At Goldington Academy we believe our responsibility is to nurture, stimulate and guide the talents of all our students in preparation for tomorrow's opportunities and demands. Therefore all students should benefit from interesting and engaging lessons and should be encouraged to participate in the wide range of optional extras that take place before, during and after school. These include, but are not limited to:

- Visits from external speakers as arranged by departments
- Visits to external sites/speakers
- Attending subject-based clubs and societies
- Participating in academic enrichment days and academic programmes
- Supporting other pupils in peer-to-peer learning

## **Academic Provision for the most able/exceptionally able**

### **Identification of the most able**

In line with the Excellence in Cities model we aim to identify approximately 10% of pupils in each year group (roughly 15 students in Years 7-11).

Students are identified by:

- Their mean CATS score
- Departmental recommendations by teachers once the year is underway
- Performance in school tests/examinations at the end of the year

A central register of the most able students will be made available to all staff, highlighting those pupils who also show either a particular verbal or quantitative strength (as opposed to both).

The register identifies students who excel across a range of aptitudes, tests and subjects; however, there is a possibility that a student might be the most able student in a given subject in a year group. These students are identified by their teachers and identified on SIMs. Teachers and Heads of Departments are encouraged to extend these gifted students in the subject in question, irrespective of whether they are on the register.

### **Provision for the most able within the classroom**

Teachers and Heads of Department should regularly discuss provision for the more able in departmental meetings. Teachers should be encouraged to have higher expectations of the most able, with extension provision being an essential part of lesson planning.

Extension can be achieved through:

- Differentiation by task and by outcome with planning for the more able students.
- Planning higher order questioning techniques (Blooms Taxonomy) and asking them of the more able.
- Independent thinking and learning skills such as analysis, synthesis and evaluation.
- Appropriate extension resources and materials for use with the most able/exceptionally able students in lessons.
- Setting in maths and English, allowing the most able to go further and faster.
- Grouping together or pairing the most able and giving them a more difficult task than other students.
- Grouping the more able with the less able to encourage the more able to lead paired work.
- Providing more able students with different stimuli or resources to other students.

### **Provision for the most able outside of the classroom**

Outside of the classroom, extension for the most able students can be achieved through:

- Acting as peer mentors for younger students
- Becoming a subject ambassador
- Taking part in external competitions (e.g. essay/poetry competitions; maths challenge; science competitions).
- Workshops and masterclasses (e.g. University of Bedford; Shuttleworth)
- Departmental based clubs (e.g. Expert Science Club)
- Invitations to participate in specific programmes aimed at more able pupils (e.g. The Scholars programme)

## **Monitoring the progress of the more able**

Subject teachers, Heads of Department and the Most Able Coordinator will monitor the academically able to ensure satisfactory progress is being made through.

- Teacher assessment data on SIMs/Go4Schools
- End of year examinations
- School registers to ensure that able students are attending school as expected
- Informal discussions with teachers, form tutors and other stakeholders (e.g. parents)
- The reporting system
- Achievement points & behaviour points to ensure that students are achieving well

The most able will also be included as a part of the monitoring cycle (pupil voice, learning walks, book monitoring) to ensure that they are being adequately challenged and stretched both inside and outside the classroom.

### **Review**

The Most Able Policy will be reviewed bi- annually.

### **Links to other school policies and procedures:**

This policy is intended to be used in conjunction with the school's

- Attendance Policy
- Pastoral Care, Guidance and Support
- AfL
- Assessment, Monitoring and Review Policy