



Kesteven and Sleaford High School
A Robert Carre Trust School

MEETING THE NEEDS OF THE MOST ABLE POLICY

SCHOOL AIM

We will ensure that every student achieves their full potential.

PROVISION FOR THE MOST ABLE STUDENTS AT KSHSSA

We aim to identify learners who are achieving, or who have the potential to achieve, significantly in advance of what is achieved by their peers.

We aim to encourage and nurture the skills and abilities of the most able and to raise their aspirations, so that they can reach their potential and compete for sought after opportunities upon leaving school.

We aim to monitor the progress of the most able and evaluate regularly the effectiveness of the provision we make for these learners.

1. DEFINITIONS

i. Able

In our selective context, *Able* refers to the majority of our students.

ii. Most Able – in each subject area

Most Able refers to the most capable 5-10% of students in each year group, in each subject. In a cohort of 120, teachers in one subject area identify approximately 6-12 students.

iii. Most Able – in six or more subjects

Students identified as *Most Able*, in six subjects or more, are considered to be the most able students in the school. This is an important group of students in terms of the school's monitoring and evaluation of the effectiveness of the provision made for the most able students across the school.

2. FOUR KINDS OF STUDENTS

The most able students are identified in all subject areas, and we keep a central register of these students. Students who have been identified as the most able might be considered to have potential, have shown high performance, or have the potential to be high performing, but who, for whatever reason, are underachieving.

i. Students with potential



Learners identified as most able - by the statistical information provided by the NFER entrance test, Fischer Family Trust, CATs or Learner Achievement Tracker.

ii. Students with High Performance

Learners who are (according to subject-specific criteria) outperforming their peers in the cohort.

iii. Most Able Students who are Underachieving

Learners identified as most able in the data, but who subject leaders and classroom teachers find are not on track to achieve their potential.

iv. Students with a Talent

Students who excel in a particular area beyond the classroom.

3. THREE KINDS OF SUPPORT

i. Support Via the Curriculum

We aim to meet the needs of the most able students by differentiating classroom activities, assignments and homework tasks to incorporate breadth of study and challenge for the most able.

ii. Support Via Enrichment Activities

We offer a comprehensive range of enrichment activities, across subject areas, which are either aimed at the most able students, or especially beneficial to the most able.

iii. Tracking and Monitoring

As part of our school tracking procedures, the most able students are identified and their progress is monitored by departments and by the senior team.

4. ROLES AND RESPONSIBILITIES

i. Classroom Teachers

Classroom teachers are responsible for nominating students in their group for the departmental register of the most able students in their subject. They are responsible for ensuring the progress of the most able - providing challenging activities in lessons, and setting homework tasks commensurate with their ability, to allow these students to regularly access higher order skills and reach their potential.

ii. Subject Leaders

Subject leaders are responsible for leading the identification of the most able 5-10 % of students in each year group in their subject area, and for ensuring that students with the potential for high performance, who may, for whatever reason, be underperforming, feature on the departmental register. They are responsible for ensuring the curriculum in their subject area meets the needs of the most able students, and for supporting the teachers in their team with differentiating their approach to teaching these students. Subject leaders are also responsible for leading departmental intervention strategies to address underperformance of the most able.

iii. Pastoral Leaders

Pastoral leaders have a key role to play in ensuring we meet the needs of the most able students in the school: by working with their form tutors to raise aspirations of these kinds of

learners; celebrating success; and supporting high achievers meeting the challenges which come with aiming for the highest grades. The Head of Sixth Form and Head of Year Eleven also have an important role in ensuring students have access to activities which will enable them to extend their learning beyond the curriculum, and in enabling high achievers to secure sought-after courses.

iv. Associate Assistant Headteacher

The Associate Assistant Headteacher is responsible for identifying those students that the data indicates as being most able and for maintaining the list of students identified as talented. The Associate Assistant Headteacher is also responsible for maintaining the list of students who are identified as most able in six or more subject areas, and, with evidence from the school's tracking and quality assurance procedures, monitoring the progress of this group of students.

Reviewed by LM

Approved by the KSHS Local Governing Body on 17 March 2016

Review date: March 2020 (4 years)