

MOST ABLE POLICY 2016-2017

1. PRINCIPLES

Most Able students at Kingsbridge Community College experience an enriching curriculum and achieve exceptional outcomes to ensure limitless opportunities in their ongoing education, working life and personal development.

2. IDENTIFICATION

Most Able Students are identified in the following ways:

2.1. Top 10% of the High Prior Attainers (HPA) cohort

- Based on combined English and Maths KS2 average points score
- Including top 10% prior attainment in the Disadvantaged Students cohort (even where students are outside of the top 10% HPA total cohort).
- Those targeted with A* & 8/9 grades

2.2. Subject Nomination

- Departments can nominate students to be added to the Most Able list.

Note: This is particularly relevant in subject areas where KS2 data in English and Maths does not necessarily reflect a student's ability in that subject e.g. Music, PE etc

The Most Able List

The Most Able list is a fluid document that can be accessed by all staff in the following ways:

- a) Via the computer desktop on all staff logins.
- b) Via the Google VLE 'Staffroom'
- c) Via Progresso
- d) Via Classcharts (Seating Plan Software)

3. EXPECTATIONS OF STAFF

- Teachers and specialist support staff must know who the Most Able children are in their classrooms.
- Schemes of Learning must provide frequent opportunities for upward differentiation to support subject teachers in providing a suitable level of challenge for Most Able students.
- Teachers are aware of a number of strategies for stretching Most Able students in their learning including, but not exclusively:
 - **Promoting high challenge through targeted formative feedback.** For example, the use of Dig Deep questions to promoting higher order thinking.
 - **Embedding high standards of revisiting and improving work as reflective learners.** For example, through highly effective use of the Purple of Pen.
 - **Questioning to promote dialogic learning.** For example, creating greater opportunity for open ended and enquiry driven learning.
 - **Using metacognitive strategies for Most Able students to better understand the learning process itself.** For example, sharing the cognitive psychology that underpins the learning happening within a given activity or task.

- **Promoting independent learning.** *For example, structured project work allowing students to learn at their own pace and reach extended learning opportunities.*
- **Stretch and Challenge success criteria.** *For example, an additional level of success criteria detailing how to complete a task or objective to the very highest standard (e.g to meet a GCSE grade 9 target (KS4) or to be making exceptional progress on Route 99 (KS3).*

Where appropriate, additional independent learning opportunities are provided create learning beyond the curriculum and foster a love of learning outside the classroom.

4. LEADERSHIP

The **Most Able coordinator** is responsible for ensuring that all staff are engaging with the Most Able agenda. This will be done through:

- The Joint Professional Development programme
- Analysis of Most Able predictions at Success Tracker
- Coordinating a Most Able learning focus for the Leadership Team during learning walks
- Lead the Evidence Based Practice '(EBP) Teacher Group' in generating grass-roots engagement with the current evidence base on stretching the Most Able.

The **Raising Standards Leaders** discusses the progress of Most Able students during RSL meetings with Subject Leaders:

- Actions for Most Able students not achieving 4+ levels progress
- Actions for Most Able Disadvantaged Students not achieving 4 / 5+ levels progress

The nominated Teaching and Learning Governor with oversight of the Most Able agenda receives relevant information regarding policy implementation, prediction data and results analysis.

4. REVIEW OF POLICY

This policy is reviewed every year by the Governing Body.

**Ratified by the Governing Body
10th January 2017**