



Kelmscott School

Specialist in Humanities, Business & Enterprise

Most Able Policy



July 2017

Kelmscott School Policy for the Most Able

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Most Able Policy 2017

Introduction

The last two decades have seen a welcome focus on the academically more able pupils in our schools. Excellence in the Cities and school improvement initiatives have helped schools support and develop the potential of more able pupils.

Shifts in emphasis, and the re-naming of the more able cohort have invited continued reassessment of priorities with which Kelmscott has been fully engaged. Effective classroom strategies are at the heart of Kelmscott's success whereby more able pupils in 2016 gained impressive proportions of A-A* grades across the curriculum. Rigorous targeting, collaboration with local groups and extra-curricular opportunities also play an essential part in creating an aspirational ethos, and continue to make possible, for Kelmscott, a top ranking position in terms of pupil progress and GCSE results.

Pupils are now identified as 'Most Able' at secondary school (previously Gifted and Talented, More Able and Higher Attainers); the top 10% of any cohort plus subject-specific talents. Approximately 30% of Kelmscott cohort.

The appendices at the end of this policy are important as they show definitions of different types of higher level skills and learning styles, and are included here to support teachers.

In the White paper on Gifted and Talented provision of June 2009 the Government proposes as part of a 21st century Pupil and Parent guarantee, that schools are structured to create opportunities for ***every child to find and develop their talents, and stretch them to make the best of themselves.***

Very able pupils need to be challenged by the work that they are set. Research also shows that when specific attention is given to meeting the needs of the most able, there often follows a general increase in the level of expectations for all pupils, and consequently in improved examination results.

Our Belief:

At Kelmscott we believe that all pupils have individual needs and varied learning capabilities. It is essential that all pupils feel that they are valued and able to make academic progress. We can acknowledge the needs of our most able pupils by providing them with challenges and opportunities to reach excellence and develop their skills.

Pupils learn best when expectations match ability and inform planning. Classroom activities should show design for learning and be underpinned by delivery that is rooted to specific objectives. Teachers must insist that able pupils give their best, and persist in promoting excellence by providing inspiring and demanding learning experiences.

This contributes to a culture of continuous improvement, where creativity and risk-taking are features of the learning environment across the school.

Equality of opportunity is supported where strengths and talents of pupils from diverse cultural backgrounds are recognised, celebrated and allowed to flourish.

Aims and Objectives of this Policy:

To promote the raising of attainment by:

- successfully and accurately identifying the higher attaining cohort
- promoting excellence and to develop an ethos of rigour which is planned through the delivery of the curriculum
- ensuring that the school offers a wide range of opportunities and a high level of challenge to all, in line with an ethos of inclusion
- meeting the needs of all pupils to allow them to fulfil their potential, so that all pupils' talents are recognised and developed
- supporting and enhancing the teaching and learning that takes place in all classrooms, including the development of independent learning and thinking skills
- supporting staff in the delivery of teaching and learning as above
- helping gifted and talented pupils develop their skills and achievement the highest possible levels
- engaging parents to support pupils to realise their full potential
- creating and promoting an ethos that values high achievement across all schools, as well as across the whole community
- meeting the needs of the whole child, including emotional and social well-being
- making sure provision for more able pupils is a whole school focus

Definition and identification of Most Able:

In 2017 the current definition of 'Most Able' has been left largely to schools to determine. For purposes of identification it is currently (2017) based on KS2 SATS; a mark of 111 indicates 'Most Able'. The SATS do not give us a detailed picture of a pupil's ability, therefore the school gives all pupils CATS tests (cognitive ability tests) on entry, and again in Year 9 recognising that pupils develop at different rates. Departments such as Maths and Science set their own subject test for purposes of setting or teaching content. A reading age test is also used as a third important indicator.

As Kelmscott trials new systems of assessment (new levels 2016-2017 in Year 7 and 8) and adapts to a non-numbered system of levelling, the importance of final year examinations is growing, and will be the clearest measure of pupils' ability.

Identification should be a continuous, whole-school process which is fair and transparent, acknowledges the full range of abilities, does not discriminate against particular groups, and is flexible so that new pupils, overlooked pupils and late developers can join the list.

The register should be broadly representative of its whole learner population by gender, ethnicity and socio-economic background. Pupils whose first language is not English should have an opportunity to be assessed in their mother tongue to ensure the process is inclusive.

To fully recognise a pupil's ability across the curriculum, the school may use **internal assessment data** taken from:

- End of year examinations
 - Module, unit tests
 - Written assignments, projects, individual research
 - Homework
 - Classwork
-
- All staff are required to maintain accurate and up-to-date **progress trackers** which are used to inform their teaching.
 - Each curriculum area will compile their own Most Able Policy which will support the process of identification and planning for these pupils.
 - A **register** will be maintained by the school and class progress trackers will show the Most Able.
 - Rate of progress using to include value added data, and reference to prior attainment

When reporting on pupils the following **range of talents** should be acknowledged:

- Sporting ability
 - Musical talent
 - Dramatic ability
 - Innovative Designers creativity
 - Leadership skills
 - Mechanical ingenuity
 - High level of interpersonal skills
 - Other talents/ability benefitting pupils own development or that of society
-
- Identification evidence may also be gathered from **parents, outside agencies (e.g. clubs, music boards, peers)**

For more detailed guidance, please refer to **Characteristics of Gifted and Talented Pupils (Appendix 1)** , **Distinctions between Gifted pupils and “bright”, hard workers (Appendix 2)**, **Identification within the classroom (Appendix 3)** and **General Characteristics of Gifted and Talented pupils and more able pupils (Appendix 4)**, and **list of websites (Appendix 5)**.

The Most Able register:

The school keeps a list of the Most Able cohort and this is shared with the local authority who with the school, monitor and analyse outcomes alongside factors such as gender, ethnicity, and free school meals, and also forms part of the national monitoring as part of the school Census. The list is kept centrally and electronically so that all teachers can access it. The school reviews the list formally on an annual basis, but also when pupils

are noted at any time. It is important that parents are aware of the status of their children as Most Able, and can be invited to take part in discussions regarding provision. However, our school operates a policy of sensitivity as to the informing of pupils and parents that they are on the register, as there may be adverse effects of pupils too overtly made aware, also with regard to other pupils. Notification is therefore included simply as part of the yearly report. Pupils are not generally removed from the list.

Provision:

Current good practice as enshrined in the 2008 Classroom Quality Standards, now known as Teaching Standards, points to the key principle of every teacher being responsible for the delivery and provision of challenging lesson content, and that this is the best way of providing for our most able pupils.

1. The school, through curriculum areas and leading staff support this by:-

- Evaluating, planning and improving the quality of provision in the classroom
- Creating challenge in the classroom
- Valuing learners own interests and styles
- Encouraging independence and autonomy and supporting learners in using their initiative
- Encouraging connections across subjects or aspects of the learning programme
- Linking learning to wider application
- Encouraging learners to be open to new ideas and initiatives presented by others
- Encouraging the use of a variety of resources, methods, ideas and tasks
- Involving learners in working in a range of settings and contexts e.g. .as individuals, in pairs, in groups, as a class, cross-year groups, cross-school and inter-institutions
- Encouraging learners to reflect on the process of their own learning and understand the factors that help them make progress
- Assist pupils to acquire and apply relevant personal, learning and thinking skills, as well as knowledge and understanding necessary for progression to further learning.

2. Whole school provision:

2.1. The school should provide a range of enhancement and enrichment activities targeted directly at pupils in the Most Able Cohort. These activities may also be offered to other pupils provided that the first priority is given to the Most Able cohort. These can take place during or after school hours or via the Virtual Learning Environment. The activities can be planned to create opportunities for pupils to develop their key skills, as well as personal, learning and thinking skills, these should include visits to universities and sixth forms.

2.2 The school should participate in local meetings and working groups to share good practice and collaborate on activities.

2.3 The most important resource in provision for the Most Able pupils is the teaching team. Teachers and mentors of these pupils need to have appropriate levels of subject knowledge and expertise, as well as high quality, varied and effective teaching and learning strategies. The school should therefore provide relevant

training and resources to assist staff in improving their awareness, knowledge and practice relating to Most Able provision.

- 2.4 The use of available pupil/ performance data to inform teaching and lesson planning
- 2.5 The use of Classroom Quality Standards to help teachers identify what excellent classroom provision looks like.
- 2.6 The effectiveness of the provision and the progress pupils make should be evaluated as part of a whole school progress monitoring and target setting process. The curriculum should be monitored regularly to ensure effective differentiation. Monitoring should include a cycle of planned focused lesson observation and/or learning walks. This will give opportunities for good practice to be shared and monitored.
- 2.7 Support for Most Able pupils should include pastoral support, mentoring and information giving. The lead teacher for the Most Able should act as champion, known by pupils as a point of contact and support.
- 2.8 Role of parents- Parents/carers should be informed if their children are identified as Most Able, also be involved in target-setting, and consulted, along with pupils themselves throughout the process.

3- Departmental provision:

It is the responsibility of Subject areas to make adequate provision available to pupils in the classroom. Differentiated activities, materials, tasks and projects should be incorporated into schemes of work. Subject areas should set relevant subject specific targets and monitor progress of their more able pupils, as well as identifying underachievement, and putting relevant support in place.

(See Appendix 6: Checklist to ensure coverage of pupils' higher order thinking skills, and Appendix 7, Challenging learning objectives)

- 3.1 To implement this, each curriculum area needs to:-
 - nominate a link teacher for the Most Able
 - draw up a policy for Most Able provision
 - create a positive learning environment
 - draw up a yearly planner of extension/enrichment activities/visits/clubs etc.
 - Use the CQS as a planning/performance and evaluation tool to improve classroom practice.
- 3.2 To create consistency across the school, each subject area policy should contain the following:
 - criteria for identification
 - In-class provision – e.g. Grouping, differentiation, differentiated home-work, independent-learning, extension, development of thinking skills, creativity

Roles and responsibilities of teachers:

The **co-ordinator/lead teacher for the Most Able** is responsible for:

- Oversight of the policy and its implementation, monitoring and evaluation
- Dissemination of information relating to the Most Able, including sharing of best practices
- Co-ordination of extra-curricular provision
- Informing SLT/ Governors of progress of Most Able initiatives
- Allocation of the Most Able budget, including for disadvantaged pupils on school trips
- Maintaining the school register of Most Able pupils
- Advising subject teachers of appropriate strategies for the teaching of HA Most Able pupils
- Liaising with SLT on the use of the Most Able budget and whole school priorities
- Creation of yearly Action Plan in accordance with School Development Plan
- Celebration and promotion of high-level achievement and activities in the school
- Promotion of higher education and information/opportunities regarding future careers
- Maintaining the Most Able section on staff T drive
- Publicising events on website and in Newsletter
- Overseeing progress of HAPs
- Establishing support mechanisms eg mentoring for underachieving Most Able pupils
- Providing inset for trainee teachers on the Most Able
- Writing case studies when required by SLT

The **SENCO** is responsible for:

- The administration of Reading, Spelling and other diagnostic tests
- Dissemination of information regarding individual pupils, including test results
- Monitoring and organising the provision for able pupils with special learning needs

Subject Leaders are responsible for:

- Establishing and maintaining a register for the Most Able, i.e pupils showing particular skills in that subject, in their area
- Ensuring a differentiated and challenging curriculum is delivered
- Ensuring curriculum plans and schemes of work take into account the needs of the Most Able
- Ensuring that staff implement this policy, and identifying training and development needs
- Monitoring the Department's provision for the Most Able
- Ensuring progress is made by these pupils and that staff know how to ensure progress
- Informing the Most Able co-ordinator of development
- Ensuring that able pupils in their subject succeed in gaining highest grades in national examinations
- Celebrating the achievement of able pupils in their subject

Subject teachers are responsible for:

- Ensuring that high expectations are shared with pupils

- Ensuring that lessons include specific challenging learning objectives underpinning activities for Most-Able pupils
- Monitoring and effecting the progress of able pupils within their classes
- Teaching to fulfil examination criteria so as to enable Most Able pupils to achieve top grades
- Seeking advice and support (contact with parents and other staff) in the case of individual pupils' underachievement
- Nominating top achievers for praise and awards
- Creating seating plans which are sensitive to the needs of More Able pupils

Year team leaders are responsible for:

- Ensuring the pastoral needs of able pupils are taken into account by Tear teams
- Monitoring the underachieving pupils in their Year group and ensuring that action is taken
- Having an overview of the progress of able pupils in the year group
- Support able pupils and create positive learning ethos

Form tutors are responsible for:

- Establishing practical support and organisational routines which able pupils may need
- Oversight of the most able pupils in their form
- Identifying Most Able pupils who have particular pastoral needs
- Identify bullying issues, and help establish positive learning ethos
- Passing on information about individual pupils to the Year Team Leader or G&T co-ordinator

Learning mentors are responsible for:

- Ensuring that the pastoral needs of the Most Able pupils are taken care of, in liaison with Year Heads and SENCO.
- Monitoring underachieving Most Able pupils on the register.
- Providing individual and group support for individual pupils.

The **Senior Leadership Team** are responsible for:

- Line management of the Most Able co-ordinator
- Overseeing the provision of the Most Able policy across the school by a named member of SLT
- Ensuring that the budget is used to support identified whole school priorities and establishing an appropriate audit trail
- Appropriate targets are set for Most Able pupils and that progress takes place.

Links to other school policies

- The policy should be read alongside other policies including: Assessment, Special Educational Needs and English as an Additional Language.
- The lead teacher should work with the careers teacher on developing aspirations and professional guidance, and with the librarian to ensure there are sections of literature signposted for more able readers.

Teaching and Learning strategies:

All pupils are entitled to a challenging and stimulating curriculum in a supportive environment. At Kelmscott we believe that caring for all our pupils, nurturing them and assisting them to achieve what they are capable of doing is the role of the teacher.

For the Most Able, staff should therefore:

- Use information about prior attainment to set well-grounded expectations for pupils
- Monitor pupil progress to give clear and constructive feedback
- Make effective use of differentiation in all settings
- Adopt a range of organisational approaches, developed in response with pupil need
- Provide work that is both stimulating, motivating and challenging
- Provide questions and answer sessions which promote higher-order thinking skills
- Be involved in developing suitable resources/extension material
- Share their experience and good practice
- Set work based on individual attainment targets that are both achievable and challenging for identified pupils
- Make sure that pupils are encouraged to show their talent
- Provide extension work that bridges the gap between the classroom and the wider curriculum
- Provide positive reinforcement for all pupils by celebration of all their achievements.

Monitoring, Recording and Evaluation:

Through these procedures, the school plans to gather information and then make strategies to develop good practice and enhance pupil progress.

- All **Subject Areas** have responsibility of ensuring that Most Able pupils are both identified and monitored
- All Subject Areas are to ensure that Most Able pupils are set **challenging but realistic targets**
- Targets set are **monitored termly**
- All Subject Areas are to **evaluate the progress** of the Most Able pupils, looking for and commenting on areas of improvement or regression. This may take place through assessment, lesson observations, work sampling, moderation of work, scrutiny of planning, and discussion with pupils.
- The **central register is up-dated** and overseen by the Lead teacher in charge of HAPs, who also monitors pupil provision inside and outside the classroom and the review of targets. Budget spend is monitored. Annual reports on the policy and action plan are provided for Borough and Governors.
- A member of **SLT** has an overview
- The **local authority** supports the school in turn by monitoring its policy, action plan, registers, planning and budget spend, visits by consultants and School improvement officers, professional development opportunities, and pupil performance against DfES outcome measures.
- The Most Able coordinator will review policy on yearly basis to ensure it is effective for example by:
- Learning Walks

- Pupil voice Feed back
- Monitoring of KS3/KS4 Most Able pupils
- Line Management Meeting.

Appendix 1

Characteristics of Gifted and Talented Pupils

There are a variety of characteristics which **may** be shown by Gifted and Talented pupils and can be demonstrated in a range of areas, some of which are outlined here for guidance purposes.

Originality of thought, lateral thinking skills, rapid thought processes, plays with ideas, processes information easily, picks up new skills quickly, shows initiative, be self-taught.		
Linguistic	Words and Language	High level reading and/or communication skills, exceptional skills of deduction, reasoning and abstraction, plays with language and ideas.
Logical/Mathematical	Logic and Numbers	Finds and recognises patterns, systematic approach to problem solving, tests hypotheses, rapid thought processes.
Musical	Music, sound and rhythm	Learns instruments quickly, composition skills, recognition of pitch, tone and rhythm.
Bodily-Kinaesthetic	Body movement and control	Excellent body co-ordination and physical awareness.
Spatial-Visual	Images and space	High-level artistic and design skills, strong understanding of form and function.
Interpersonal/Social	Other people's feelings	Relates confidently with others, motivates and leads, effective communicator, works as part of a team.
Intrapersonal	Awareness of self	Sensitivity, accurate understanding of own capabilities, ability to work independently.

Appendix 2

Distinctions between Gifted pupils and bright, hard-workers.

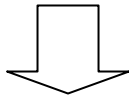
Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has a wild, silly idea
Works hard	Plays around yet tests well
Answers the questions	Discusses in details, elaborates
Is in top group	Is beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Is an inventor
Good at memorising	Good at guessing
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Sourced from London Gifted and Talented

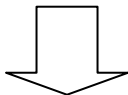
Appendix 3

Identification within the classroom

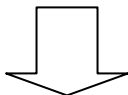
Has the pupil been identified by the previous school or teacher?



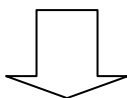
Does the pupil show any particular abilities/interests through out of school activities?



Is performance in recent formal tests e.g. SATs, CATs, and/or teacher assessment significantly higher than that of others in the class?



Does the learner demonstrate a number of characteristics/behaviours of gifted and talented pupils?



Does the pupil occasionally or inconsistently demonstrate high performance, and/or characteristics of G & T underachievers?

Are there any factors, which might mask this pupil's ability or hamper consistent achievement?

Appendix 4

General Characteristics of gifted and talented pupils and more able pupils

- A good reader
- Very articulate or verbally fluent for their age
- Give quick verbal responses (which can appear cheeky)
- Have a wide general knowledge
- Learn quickly
- Interested in topics which one might associate with an older child
- Communicate well with adults – often better than their peer group
- Have a range of interest, some of which are almost obsessions
- Show unusual and original responses to problem solving activities
- Prefer verbal to written activities
- Are logical
- Are self taught in their own interest areas
- Have an ability to work things out in their head very quickly
- Have a good memory that they can access easily
- Are artistic
- Are musical
- Excel in sport
- Have strong views and opinions
- Have a lively and original imagination/sense of humour
- Are very sensitive and aware
- Focus on their own interests rather than on what is being taught
- Appear arrogant or socially inept
- Easily bored by what they perceive as routine tasks
- Show a strong sense of leadership
- Not necessarily be well-behaved or well liked by others

Appendix 5

Checklist to ensure coverage of pupil's higher order thinking skills

- Activities/tasks should raise pupils' awareness of how they think. Tasks should be centred around creativity and creative thinking, lateral thinking, problem solving and problem finding, discussions, debate and research.
- Pupils should be exposed to challenges, in order to develop their skills of generating solutions, changing their approach to a problem, realising that there is not always a 'right' answer, elaborating on solutions.
- Pupils should be given opportunities to compare and contrast things, situations and alternatives, in order to develop analytical and logical thinking skills.
- Pupils should have an opportunity in classifying, selecting and sorting objects, ideas, concepts etc. In order to make patterns and connections.
- Pupils should be encouraged to develop their organising and memorising skills, through the use of thinking and mind maps, aide memoires, the use of sign, symbols and information grouping – particularly effective for visual/spatial learners, eg, in modern foreign languages.
- Pupils should be involved in decision-making, where they are required to define the situation, stage the goal, generate ideas, prepare a plan, investigate alternatives and take action.

Appendix 6

Challenging Objectives

Simple

Identify

Make

Describe

Find

Collect

Measure

Examine

Prepare

Classify

Draw

Construct

Estimate

Plot a graph

More Challenging

Compare

Discriminate

Generalise

Devise a method

Justify

Discover

Formulate a hypothesis

Purpose, reasons for

Deduce

Relate

Prove

Infer

Predict

Appendix 7

Further Guidance is available from the following websites or publications

The National Strategy Sites

<http://www.standards.dfes.gov.uk/giftedandtalented/>

QCA Guidance on Teaching the Gifted and Talented

http://www.qca.org.uk/qca_2346.aspx

The National Association for Gifted Children

<http://www.nagcbrtain.org.uk/>

NACE

<http://www.nace.co.uk/>

London Gifted and Talented

<http://www.londongt.org>

Recent Historical Background :

DCSF Publication 2006

Ref: 04071-2006BKT-EN

Providing for gifted and talented pupils: An evaluation of Excellence in Cities and other grant-funded programmes

HMI Report 334 December 2001