

# THE STOCKWOOD PARK ACADEMY

## Most Able Student Policy

2015 – 2016

**Effective Date:**

1 September 2015

**Last Reviewed:**

1 January 2016

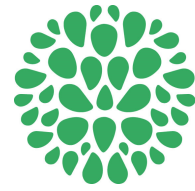
**Reviewed By:**

Chris Emery / Simon

Webb

**Next Review Date:**

1 September 2016



Version: 1

## **Scope**

This policy applies to all staff and students/learners of The Stockwood Park Academy.

## **Context**

At The Stockwood Park Academy, we aim to foster each student's unique gifts and talents while meeting their needs and raising their aspirations. This will be achieved by creating a stimulating learning environment where high expectations and standards are the norm and where lessons are both rigorous and challenging for all students. We maintain that learning should be engaging, rewarding and an enjoyable experience, which enables students to go on to lead happy and fulfilled lives. We believe all students should be inspired to develop a passion for learning, become effective and reflective lifelong learners and realise their full potential.

## **Aims**

1. creating a stimulating learning environment where high expectations and standards
2. to persistently stimulate, engage and challenge our most able students both inside and outside of everyday lessons
3. To instil learners with realistic and high aspirations for themselves as they move forward through their education and into society.
4. to provide a broad spectrum of activity and support tailored to the personalised needs of our most able students

### **1. MORE ABLE**

#### **More able at The Stockwood Park Academy**

The academy recognises the more able to be those students with an above average academic ability. Ofsted defined this as those students who achieved L5 or above in both Maths and English.

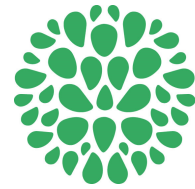
In 2016 a new key stage 2 measures will come into primary schools and we will review where on the 80 to 130 scale the more able will be placed in 2016-17

### **2. MOST ABLE**

#### **Most Able at The Stockwood Park Academy**

Being identified from within the more able cohort, the most able students at The Stockwood Park Academy should lead to a positive impact on four key areas of the students' academy life;

- their experience of teaching and learning within the classroom and independent learning outside of the academy
- their engagement in trips, visits and enrichment activities, which promote high aspirations and extend learning experiences within the classroom



- the pastoral support they receive through the academy's house system, including careers advice and guidance offered through the academy
- The vital relationship between the academy, their parents and the students that supports their academic progress and wellbeing whilst at Stockwood Park Academy.

### 3. TALENTED STUDENTS

The academy has a separate register for students that display great talent within subjects that have a high proportion of vocational or practical skills. These are music, art, drama, dance, sport, and technology

#### Most able Identification Process

The academy recognises Most Able students as those with an above average academic ability.

Ofsted defined the most able students as students who achieved L5 or above in Maths and English in their KS2 SATS (Ofsted, 2013). The Stockwood Park Academy takes these criteria into account but is not bound by them.

At The Stockwood Park Academy Most Able students may be identified by:

- KS2 data with level 5s or above in English and Maths
- An average CATS score in the top 10% of the year or above
- Year 7 internal baseline testing
- Teacher identification and assessment
- Primary school teacher identification

In 2016 new key stage 2 measures will come into primary schools and we will review where on the 80 to 130 scale *the most able* will be placed in 2016-17

The Most able coordinator will coordinate the lists and ensure that they are identified in class data sheets for SIMS / GO4 schools

L = low prior

M = middle prior group

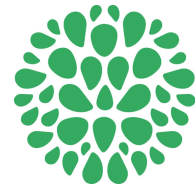
U = upper prior group / more able

U\* = most able

#### Identification process for talent

Students may also be talented in subjects which are not academically based but practical or vocational. These students will be identified as Talented within individual faculties; this can include one or more subjects.

For each year group faculties will identify students with a practical flair and talent for their subject by the end of the autumn term.



The Most able coordinator will coordinate the lists and ensure that they are identified in clad data sheets for SIMS / GO4 schools. For example;  
TS – Sport

Faculties will then be responsible for planning the challenge for these students in lessons and extra-curricular

### **Can a student be added to the Most Able Register during the academic year?**

Yes, membership of the Most Able register is reviewed at the end of the spring and autumn terms. Students, who consistently produce work of a high standard in academic subjects or demonstrate a talent in those subjects stated earlier in the identification policy, will be nominated by their teachers. Nominations are achieved through excellent work and effort.

### **Is membership guaranteed each academic year on the Most Able Register?**

No, continued membership of the Most Able register is not automatically guaranteed. Nominations are achieved through excellent work and effort; this must be continued. Membership is reviewed at the end of the spring and Autumn Terms and you will be notified.

### **How does being identified as Most Able benefit students at The Stockwood Park Academy?**

All teaching staff are aware of which students are on the Most Able register and look to stretch and challenge these students within the classroom. Outstanding teaching and learning of the Most Able is a priority within the academy and staff regularly receives CPD to ensure that the needs of the Most Able are being met. Students identified as Most Able may also be selected for after-school intervention programmes and/or enrichment activities that extend classroom learning.

### **Working with Parents for the Most Able Students**

Parents have a vital role to play in supporting their child's academic progress and sense of wellbeing at the academy. The Most Able Coordinator will act as a key point of contact for parents of Most Able students. All parents of Most Able students at the academy will be informed that their child is on the register and in keeping with the academy's teaching and learning policy, will receive regular reports about their child's academic progress. Parents will also be informed of any additional intervention or support being offered to their child to help them fulfil their academic potential.

### **How will the policy be implemented?**

The Most Able policy will be implemented in practice through;



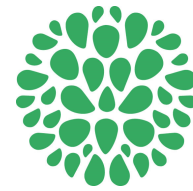
- a challenging, diverse and enriching curriculum for all Most Able students across subjects and key stages
- teaching and learning, where teaching is effectively matched to the needs of the most able students
- an academy wide culture of high expectations and a celebration of excellence
- Pastoral support for Most Able students.
- CPD for academy staff to ensure that academy staff are committed and able to meet the learning and pastoral needs of the Most Able students
- effective communication with parents/carers of Most Able students
- enrichment activities to raise aspirations and build on learning within the classroom

All the staff at The Stockwood Park Academy has a role in ensuring the Most Able policy is consistently implemented. However, it is the specific role of the Most Able Coordinator, Associate and Vice Principal, to ensure that the academy's Most Able policy accurately reflects the needs of the most able students and is effectively implemented in practice.

## **Responsibilities**

### **Heads of Faculty**

- To identify students who are Talented in their subject area (as appropriate).
- To pass these names onto the Gifted and Talented Coordinator.
- To provide schemes of work that contain enrichment/extension material for identified students.



- To ensure that teachers have registers that recognise who has been identified as Gifted and Talented.
- To ensure that the enrichment/extension material is being used by subject teachers.

### **Assistant Principal (Support for Learning)**

- To monitor schemes of work.
- To work with the Gifted and Talented Coordinator to oversee the process and activity.
- To include items concerning provision for more able students on meeting agendas.

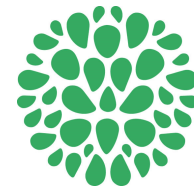
### **Gifted and Talented Coordinator**

- to prepare, from prior attainment data, a register of the Upper KS2 prior Attainment students.
- To gather registers of talented students identified by creative/practical departments.
- To communicate Gifted and Talented registers with all teaching staff.
- To monitor the provision for Gifted and Talented students.
- to evaluate the progress made by students and provision generally, on an annual basis
- To consider the list of identified students on an annual basis.

### **Monitoring procedures**

To monitor that these processes are operating effectively the middle leadership of the school will:

1. The register will be published twice a year to staff, SLT and governors
2. Analyse external examination result against target grades for the more and most able at the end of year 11 and 13
3. For year 7 & 8 the end of year standardised assessment tests from GL assessment will be analysed for the most able against national norms
4. For year 9 the end of year teacher assessments will be analysed for the most able against academy targets
5. For year 10 the end of year teacher assessments and tests will be analysed for the most able against academy targets
6. The talented register will be at end of autumn and reviewed at the start summer term



7. The level of challenge in lessons will be monitored during three monitoring weeks a year plus a whole school audit. After these events CLs will have a specific section of their T&L plan designated to more able provision
8. Class data sheets will include recognition of the more and most able in each class and their provision.
9. New staff induction programme will have a more able session scheduled.

## **Appendix**

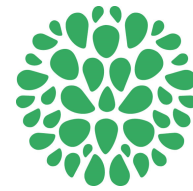
### **How to identify the target group for teacher nominations**

#### **Areas for discussion**

- Types of extra-curricular activity the child likes.
- Reactions to these activities.
- Types of questions they ask.
- Magazines/books/websites/computer games they like.
- Do they enjoy problem solving/thinking games?
- Persevere for long time?
- Do they enjoy taking things apart to see how they work?
- Do they work independently?
- Do they use language beyond their age?
- Do they show a particular talent on an instrument or in a sport?

#### **A generic checklist of possible characteristics of a Most Able student**

- ✓ Superior powers of reasoning.
- ✓ Ability to transfer knowledge and skills across subjects.
- ✓ Ability to categorise knowledge and make independent links between new material and prior learning.
- ✓ Ability to transfer ways of working and apply skills across topics and subjects.
- ✓ Learns new vocabulary quickly.
- ✓ Originality and initiative.
- ✓ Rapid absorption of material.
- ✓ Quick to spot weaknesses.
- ✓ High personal standards.
- ✓ Perfectionism.
- ✓ Absorbed for long periods, impatient with interference.
- ✓ Keen powers of observation.
- ✓ Good at adapting & using materials for purposes other than those for which intended.
- ✓ Prefers company of older children/adults.
- ✓ Exceptional curiosity.
- ✓ Interested in nature of man and universe.
- ✓ Can lead/influence others.
- ✓ Spots direction of situation long before others.
- ✓ Pursues subjects/interests in great depth.



- ✓ Individual approach – resists instruction.
- ✓ Wide range of interests/unusual hobbies.
- ✓ Excellent spatial awareness.
- ✓ High non-verbal reasoning ability.

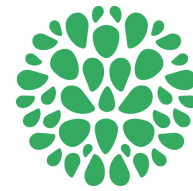
### **The Most Able underachiever**

- ❖ Difference between oral and written work.
- ❖ Tasks begun well, then rushed/abandoned.
- ❖ Bored with flashes of brilliance.
- ❖ Poor team member.
- ❖ Hypercritical of self and others.
- ❖ Day-dreamer.
- ❖ Performs better when has a good relationship with the teacher.
- ❖ Dislikes routine tasks.
- ❖ Mood swings.
- ❖ Challenges, but not always positively.
- ❖ Poor presentation.

### **Teaching Strategies**

- Stretch/Challenge tasks (rather than Extension tasks) for most able students
- Encouraging students to apply prior learning within a new context/subject area
- Test students to devise success criteria for a topic/object e.g. create 5 success criteria for a successful scrum (PE)
- Open-ended questions as a starting point for extended discussion
- Providing work from the key stage above
- Creative tasks to test students in-depth understanding of a topic
- Sharing top scoring model exemplars with students and asking students to identify examples of success criteria being met
- Self and peer assessment
- Improving work after teacher assessment.
- Differentiated independent learning.
- Students to study material/topic for independent learning prior to the class and then build on students' understanding within the classroom.
- Most able student to play role of teacher or leader within the group or pair work
- Socratic discussion and questioning
- Talk as a rehearsal for writing – encourage students to always use standard English and academic terminology within class discussions.
- Allow independence and space for students to make mistakes and work through them themselves.
- Students participate in lesson delivery.
- Clearly defined research projects with success criteria as independent learning to allow students to explore the subject further.





- The higher the attainment, the less instruction.
- Multi-sensory activities.
- Share marking criteria with student before setting task.
- Emphasis abstract as well as basic concepts.
- Giving handicaps so the task is more challenging, for example not being allowed a calculator or only being able to answer in words that are 5 letters or more.
- Encourage students to use knowledge from other subject areas e.g. asking students within a science lesson to come up with economic arguments for and against environmental action.
- Teaching Backwards.
- Encourage out of school interests.
- Work with parents.
- Mentoring with older children/adults.