



Hockley Heath Academy

Most Able Policy

Rationale

The Ofsted School Inspection Handbook (January 2014) states that it is 'important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential' and that it may be relevant to pay particular attention to the achievement of 'the highest attainers.'

Hockley Heath Academy aims to provide the best possible education to meet the individual needs of its pupils and to help them develop to their full potential. This includes pupils who have demonstrated high achievement and whose previous assessments indicate possible future high achievement. They are identified by the Academy and supported in their development, within and outside of the classroom.

The school maintains a culture where high achievement is valued and celebrated, and where high expectations are the norm. It therefore follows that great importance is placed on identifying most able pupils and on providing appropriate opportunities to challenge and stretch them through quality teaching and learning activities together with varied extra-curricular programmes, in order that they make the best rates of progress and achieve at an exceptional level. Provision for the highly able is integral to our school and not a bolt-on.

Characteristics of the most able

- Pupils with the ability or potential to develop significantly ahead of their peers: Most Able pupils are likely to be drawn from **the top 5%** of their cohort.
- Those whose outstanding ability is so evident that teachers seek to develop specific strategies to cope with their higher ability.
- Having evident high ability in academic subjects.
- Pupils capable of excellence in school subjects

Most Able Pupils in the Classroom

Staff need to be aware that Most Able pupils in the classroom do not always display obvious exceptional ability.

Most able pupils can have/be:

- Pupils with high levels of ability but who are not achieving at a high level.
- Good all-rounders
- High ability in one area only
- Of high ability but with low motivation or self-esteem.
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Keen to disguise their abilities
- Pupils with SEND (An example of this category are children on the Autistic spectrum)
- Behavioural difficulties

To enable these pupils to fulfil their potential, it is vital to give everyone the opportunity to excel.

We recognise that some of our pupils will demonstrate exceptional ability either across their studies or in a specific area: evident high attainment or high ability in a creative or expressive art or a sport i.e. Art and Design, Music, PE or Performing Arts such as Dance and Drama.

Most Able Pupils are likely to:

- think quickly and accurately;
- work systematically;
- generate creative working solutions;
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations;
- communicate their thoughts and ideas well;
- be determined, diligent and interested in uncovering patterns;
- achieve, or show potential, in a wide range of contexts;
- be particularly creative;
- show great sensitivity or empathy;
- demonstrate particular physical dexterity or skill;
- make sound judgements;
- be outstanding leaders or team members;
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum;
- demonstrate high levels of attainment across a range of subjects within a particular subject, or aspects of work.

Identification Process

Identifying and supporting our Most Able students will help us to;

- promote inclusion and ensure that able students make best use of their ability
- raise awareness and promote high achievements for all.
- stimulate teacher's professional interests and skills.
- contribute positively to our ethos as a learning community, committed to the pursuit of our values statement: 'Knowledge is the Reward.'

Teachers have an important part to play in the identification process. A class teacher may be well placed to identify those pupils who are highly attaining or have the potential but may not be achieving well at the moment.

Teachers often have a shrewd idea about the relative strengths and abilities of many of their pupils, but research has shown those 'quieter' pupils, or those who do not so readily manifest their abilities, are sometimes less likely to be identified as Most Able.

Hockley Heath Academy has established a Most Able register which identifies the most able pupils in each class, identifies the characteristics of that learner; and the subjects/ areas of expertise. (See Appendix A)

When pupils are placed on the Most Able Register, parents will receive a letter from the SENCO, which will give details of why the pupil has been chosen as Most Able and also the way in which the school will make provision to his/her needs.

Provision

We are committed to educational provision which encourages all pupils to maximise their potential and this most certainly includes pupils who are identified as 'More Able'. All children have a right to an education suited to their needs and aspirations. The best provision for more able pupils is determined mainly by the quality of teaching they receive. We are aware that the best teaching challenges 'Most Able' children by extending their thinking, understanding, knowledge and skills and allowing them to apply these throughout their learning.

Collaboration in Solihull

Hockley Heath Academy works in collaboration with a network of schools in Solihull: there are opportunities for most pupils to attend the regularly organised sessions specifically designed for Most Able Pupils.

Responsibilities of SLT

Governing Body, SLT will have a clearly defined role in monitoring the strategic provision for the most able pupils within the school. They will:

- liaise with colleagues who have school-wide responsibilities, SENCO; Phase Leaders; Subject Leaders.
- disseminate information within the academy and with partners, as appropriate;
- review schemes of work to ensure that the needs of the most able and talented learners are met through classroom management (including student grouping, and other differentiation strategies), materials and other resources, activities, assessment, and homework.
- ensure staff meet the needs of most able and talented learners through collaborative team preparation and discussion, team teaching, the appropriate use of ICT and other resources, familiarity with library literature, and involvement in CPD sessions on working with most able learners;
- identify, plan CPD, and evaluate its impact on teaching and learning.
- monitor and evaluate the identification of, and provision for, the most able, including feedback from young people themselves.

The SENCO is responsible for the day to day management of the provision for Most Able Policy and for maintaining an accurate Most Able Register. She will liaise with advisory/support colleagues/family of academies.

Class teachers must provide quality, inclusive teaching for all pupils to include extension material in the curriculum for most able pupils.

Those responsible for subject areas must ensure that schemes of work reflect suitable challenge and provision for Most Able Pupils.

Parental Involvement

Parents of Most Able pupils will be invited to meet with the SENCO at Parents' Evenings each year: this will provide the opportunity to: discuss their child's progress: review provision: support any additional home support that is needed.

Policy Date: Jan 2016

Signature of Chair of Governors:

Renewal date: January 2019

Appendix A

Checklist for the Identification of Most Able

Most Able Pupils should display a range of characteristics shown below:

Date:	Name of pupil:
Characteristics	Evidence/ Comments
Top 5% of cohort	
Specific strategies to cope with their higher ability are being used.	
Evidence of high ability in academic subjects. (Please state subjects)	
Pupil is capable of excellence: working at mastery level.	
Demonstrates high levels of attainment across a range of subjects within a particular subject, or aspects of work.	
Demonstrates the ability to think quickly and accurately.	
Can work systematically.	
Generates creative working solutions.	
Works flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations	
Communicates thoughts and ideas well	
Determined, diligent and interested in uncovering patterns	
Achieves, or shows potential, in a wide range of contexts	
Is particularly creative	
Shows great sensitivity or empathy.	
Demonstrates particular	

physical dexterity or skill	
Makes sound judgements	
Is fascinated by, or passionate about, a particular subject or aspect of the curriculum	