



‘Most Able’ Policy

Date Passed to Governors: February 2018

Approved / Adopted by Governing Body:

Date Policy Reviewed: July 2021

Date of Next Review: July 2022

Most Able

Longfield Academy aims to:

- Develop a knowledge rich, broad, and balanced curriculum which challenges pupils and meets their future needs in education, training and the workplace
- Develop a culture and ethos so that the needs of the Most Able pupils are championed by school leaders
- Celebrate the successes of all pupils through the school website, Showcase Time, newsletter, displays, social media and the Local News
- Work with the Transition Lead to improve the transfer between primary and secondary schools so that all Year 7 teachers know which pupils achieved highly, know what aspects of the curriculum pupils have studied in Year 6, and use this information to plan and teach lessons that build on prior knowledge and skills
- Ensure that work continues to be challenging and demanding throughout Key Stage 3 so that all pupils, including the Most Able pupils, make rapid progress
- Ensure that senior leaders evaluate mixed ability teaching and setting so that the Most Able pupils are sufficiently challenged and make good progress
- Evaluate the quality of homework set for the Most Able pupils to ensure that it is suitably challenging
- Provide opportunities outside of curriculum time for pupils to enhance their knowledge and skills and foster a love of learning in a range of subjects
- Champion our Above and Beyond Programme to promote completion of Retrieval Strategies and a foster a culture of pupils who want to Read More and Watch More
- Give parents / carers of all pupils, specific and more frequent information, about what their children should achieve and raise their expectations where necessary, through Reporting as well as whole school events such as Revision Evenings
- Develop more in-house expertise and up-to-date knowledge to support the transition to Post-16 providers, especially A-level qualifications
- Work with the Careers and Community Cohesion Lead to overcome any cultural and financial obstacles to university application
- Work with the Careers and Community Cohesion Lead to publish, more widely, success stories of Longfield Alumni, including college and university destinations, to raise aspiration

Rationale

Longfield Academy endorses the ideological philosophy of the OFSTED framework 2019 – this can be viewed via this link

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814756/School_inspection_handbook_-_S5_4_July.pdf

‘Inspectors will take a rounded view of the quality of education that a school provides to all of its pupils, including the most disadvantaged pupils, the Most Able pupils and pupils with SEND. Inspectors will consider the school’s curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject.’

Furthermore, the following findings were found in Provision Plus UK’s research in 2020:

‘Ofsted Reporting of Provision for the Most Able pupils: Comparison of analysis of Ofsted reports published in June 2018 and June 2019’

- The percentage of schools in which provision for the Most Able pupils needed improvement was consistently high, with more than 44% of Ofsted reports highlighting the need for a change to provision
- There continues to be a need for improvement to the provision for the Most Able pupils in every Ofsted category of school
- In June 2019, Ofsted inspectors’ comments indicated that 45% of schools required a change to the current provision for the Most Able pupils, up slightly from 44% in 2018

High Prior Attainers (HPAs)

Subject teachers will know who the high prior attainers are based upon information from Key Stage 2. This information is shown on departmental trackers and SIMS. Reading ages also appear on Class Charts. Where appropriate, departments may also wish to do additional baseline testing to complement this – especially in the practical subjects where prior attainment may not be relevant, for example art, music, physical education.

Most Able Pupils

Pupils who are Most Able will be identified by teaching staff from each department at an appropriate time (ideally in Year 7), as directed by the Leadership Group. It is up to the teacher to use professional judgment to identify the Most Able pupils in their subject. Staff can also use relevant data to support their decision. These will be verified by the Head of Department who will share the information with the Leadership Group and the information within the department.

Provision

Challenging the Most Able should have as much priority as supporting pupils with SEND.

The Class Teacher Role:

- Follow the Longfield Classroom Charter every lesson
- Attend all CPD and briefings and engage with the Daily Digest to maximise own knowledge across a variety of areas
- Ensure Pupil Progress Documentation is based on the most up to date information
- Make success criteria and objectives clear to pupils
- Work with their department to develop a curriculum based on the building of knowledge
- Tweak resources from Medium Term Plans to ensure there are varied learning activities which are appropriately challenging for pupils
- Liaise with relevant staff to ensure that children's additional needs are met
- Identify / tackle underachievement within lessons and alert Head of Department should additional support be necessary. For example, Departmental Intervention
- Monitor & assess groups in line with Target Setting, Tracking and Assessment Document
- Provide opportunities for independent learning which builds resilience
- Ensure work and marking in books/ files adheres to all whole school policies
- Set appropriate homework based on the Retrieval Strategies
- Support the #WeAreLongfield Daily programme and initiatives
- Engage with feedback from the Whole School Book Scrutiny and Department Book Discussions

The Head of Department, Verification Links and Leadership Group's Role:

- Work with all staff to drive whole school initiatives including 'Above and Beyond: Read and Watch Lists' in the Pupil Knowledge Planner
- Verify documents and resources in the Longfield Learning Station for designated departments to develop a knowledge rich curriculum, including but not limited to: Long / Medium Term Plans, Learning Tracks, Learning Journeys, Marking Tokens and all other resources to ensure they contribute to development of a challenging, broad and balanced learning experience for all pupils
- Ensure that challenge is a key focus for all pupils, including the Most Able, in learning walks, book scrutiny and observations, and professionally challenge if appropriate
- Support class teachers in their role
- Discuss provision for the Most Able at departmental meetings
- Identify possible causes of underachievement for this group and take appropriate lines of action, and be able to explain this in Health Check meetings
- Provide / signpost pupils to out of class opportunities and masterclasses to enhance pupil's knowledge outside of the classroom and broaden pupils' horizons