



Mill Chase Academy

Most Able and Talented Policy

Lead Governor: Chair

Senior Leadership Team Link: Steph Moral

Previous Review: October 2015

Next Review Due: September 2021

Ratified by Governors: 20th September 2018

Introduction

Mill Chase Academy is committed to providing an environment which encourages all students to maximise their potential.

All students have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. At Mill Chase Academy we aim to provide a provision that is appropriate to the needs and abilities of all our students. In particular, we believe that we have a clear responsibility to engender high aspirations and to equip our students to achieve their potential, without limits.

For the “most able” students we will ensure that every student with the inherent ability to exceed “normal expectations” is recognised at the earliest opportunity, and that every possible measure is taken to ensure that they achieve their full potential. We consider the most able students to be those who enter the school with the highest attainment (above national expectations) at the end of Key Stage 2 in English and mathematics.

As well as the most able we also recognise the need to identify a cohort of “talented” students in the practical subject areas of Art, Music, Drama and PE and to ensure we provide an appropriate curriculum and adequate support to enable these students to reach their full potential in the identified area.

Aims

In order for our most able and talented students to achieve their full potential and attain at the highest standards across the curriculum, we must recognise that they will have particular needs that must be met. Therefore it is the intention of the school to provide an appropriate curriculum and adequate support for all students who have been identified as being most able and talented. By implementing the following we aim for students to reach their full potential:

- To identify students who are most able on entry to the school
- To identify students who are considered talented in the subject areas of Art, Music, Drama and PE
- To provide a curriculum which meets the needs of all pupils, including the most able and talented
- To provide support and teaching for all students, including the most able and talented which makes their learning challenging, engaging and enables them to reach their full potential
- To provide extra-curricular activities which provide enrichment opportunities to extend and challenge pupils
- To ensure that all pupils have the highest aspirations and that academic and personal success is celebrated

Identification

Identification of the most able learners is achieved through various sources of information including:

- KS2 test results
- CAT (Cognitive Ability Tests) test results
- Current attainment

The identification of talented learners is achieved through various sources of information including:

- Current and prior attainment
- Teacher assessment and recommendation
- Personal achievement

The most able and talented registers are created at the beginning of the academic year and they are updated after every whole school data entry.

Curriculum & Provision

The emphasis for providing for and meeting the needs of the most able and talented students is placed within the curriculum and individual lessons, where resources and learning materials are differentiated for each student's ability. Teaching and support staff use the academy register and all available student data to inform the planning and delivery of high quality, differentiated lessons in order to challenge and stretch the most able and talented learners.

In addition, through the CPD and INSET programmes the school will advise colleagues within their curriculum area on strategies to challenge, support and monitor the most able and talented students.

There are also enrichment opportunities for all students including the most able and talented outside of the classroom and beyond the school day. All students are encouraged to take part in extra-curricular activities in a range of subjects and disciplines. Students will also be given opportunities to participate in relevant challenges, leadership events and competitions within the school, locally within the community, regionally and at national level.

Monitoring and Measuring Impact

The school has a comprehensive assessment and reporting framework which enables us to monitor the progress of key groups of students, using termly progress data. This data is analysed and shared with subject staff, academic and pastoral leaders and parents as necessary.

This data will be:

- Shared with students, teaching staff and pastoral staff as part of the termly academic monitoring review and target setting process
- Shared with parents
- Used by subject leaders and teachers to identify underachievement in order to direct intervention in their subject area. This will feed into a discussion with relevant Heads of Department and, where relevant, specific teachers
- Used by subject leaders, academic and pastoral leaders and the senior leadership team to monitor and quality assure that this intervention is taking place through learning walks and work scrutiny
- Used to update the most able and talented register
- Shared with governors four times a year

Responsibilities

The Academy Data Manager will:

- Compile the termly progress data for the senior leadership team who will then analyse the progress being made by the most able and talented students

The Deputy Principal will:

- Create the most able students register at the start of the academic year and update this at each data collection
- Create the talented students register (in consultation with other relevant staff) at the start of the academic year and update this at each data collection
- Monitor the progress of students identified as most able at each data review, developing strategies/initiatives to address underachievement
- Along with other senior leadership team members monitor the provision for students identified as most able and talented using progress data, learning walks and work scrutiny
- Along with other senior leadership team members lead initiatives to celebrate the success of all students including the most able and talented students

Subject Leaders will:

- Ensure that the needs of all students including the most able and talented are met through the effective planning and delivery of high quality, differentiated lessons that challenge and stretch learners, including within homework
- Ensure all members of their department create and update regularly a teacher evidence file which includes relevant prior and current achievement data, seating plans and assessment and feedback information for each of their classes
- Monitor the progress of all students including the most able and talented in their subject area, directing intervention strategies, as appropriate e.g. through learning conversations with students or through after-school intervention sessions etc
- In consultation with the senior leadership team carry out self-evaluation activities within their subject area, to ensure appropriate levels of stretch and challenge are maintained
- Where possible and relevant provide enrichment activities within their subject, or in collaboration with other partner organisations

Subject teachers will:

- Use data to plan and deliver lessons/interventions which meet the needs of all students including the most able and talented in their groups
- Create and update regularly the teacher evidence file for each of the teaching groups which includes relevant prior and current achievement data, seating plans and assessment and feedback information
- Use effective feedback strategies that encourage students to stretch and challenge themselves, to evaluate their own work and so become self-critical, independent learners
- Create varied and flexible student groupings, sometimes allowing the most able students to work together, sometimes allowing them to take particular roles in mixed-ability groupings
- Recognise and celebrate the success of all students including the most able and talented

Academic and Pastoral Leaders will:

- Monitor the progress of each student in their House including the most able and talented students
- Liaise with subject leaders and the senior leadership team to identify those students underachieving and implement and review appropriate support and intervention strategies for those identified

Parental Involvement

Parents and carers' involvement in their child's learning is actively encouraged by the school. All students are encouraged to share their work and achievements with their parents/carers and the school will regularly update parents/carers on the progress being made by their child. Where appropriate, parents/carers of the most able and talented will also be invited into the school to discuss how they can support their child for example, through homework, revision and/or the provision of additional resources etc. In some cases it might be necessary to inform parents/carers that their child is not achieving their potential and is being monitored and supported in order to improve this.

RATIFICATION DATE AND CHAIR'S SIGNATURE

Ratified/Signature:

Print Name:

Date: