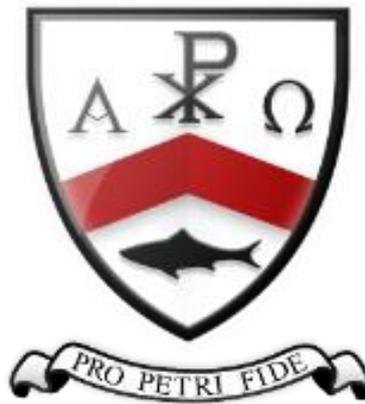


Bishop Milner Catholic College

'Developing our God given Talents'



Most Able Policy

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Mr M Hambrook

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1. INTRODUCTION

This Policy is an outline of ongoing developments in the education of Most Able students at Bishop Milner Catholic College. OFSTED states that colleges that are outstanding provide 'exceptionally well for all its pupils' needs.' This is characterised by care and inclusion of all students and a continued drive to significantly raise teaching and learning standards within the college.

Final destinations of Post 16 students should be increasingly ambitious. Students may gain places at Russell Group universities and on popular, highly academic courses. Whilst some students will gain places on courses such as Law, Humanities, English Literature, the Sciences and Medicine. These applicants will be strongly supported through Most Able programmes from Year 7 onwards, monitoring, reviewing and therefore should be well prepared at Post 16. Past pupils have returned as undergraduates to give motivational/aspirational talks to Post 16 students. The Sixth Form Team works closely with Post 16 students to provide further support and raise the achievement of our students.

2. AIMS

Our aim is to provide all students with a broad, balanced and relevant education that enables them to reach their full potential. All come with different needs, abilities and aspirations. Many lack self-esteem and face barriers to learning.

Our aim is to break down the barriers and provide a challenging and fulfilling curriculum that will:-

- Promote a culture of 'Academic Excellence.'
- Develop curriculum structures that enhance and enrich provision for learning.
- Identify students with gifts and talents at each stage of their learning.
- Raise the aspirations of both students and families.
- Provide staff development in subject specific strategies to challenge and engage our most able students.
- Provide the impetus and support for students to 'Develop their God given talents.'
- Empower and inspire students for the future.

3. IDENTIFYING MOST ABLE STUDENTS

Any student joining the college with a score of 106 or more in both Reading and Maths will be identified as a Higher Prior Attainer and classed as a more Able student across the curriculum.

This information is shared with staff via SIMS and on classcharts.

4. STRATEGIES FOR UNDERACHIEVING MOST ABLE STUDENTS

- Offer learning activities in the classroom and beyond which stretch students' abilities through a combination of acceleration, enrichment and extension.
- Opportunities for independent learning and use of a wide range of learning styles.
- Learning beyond the classroom which supports acquisition and application of knowledge and skills.
- Experiences in Higher Education or other specialist centres which provide contact with centres of excellence and students of similar ability.
- Provide support and mentoring in specific areas.
- Practice effective assessment for learning so that planning takes account of prior learning, targets and differentiated learning objectives.
- Support and encourage high aspirations.
- Sensitive praise and rewards.
- Promote active enquiry, thinking skills and discussion within and outside of lesson.
- Provide modelled answers (WAGOLLS) for students to gain an understanding of high levelled

answers.

- Be aware of group dynamics and adjust seating plan accordingly.
- Offer realistic options that encourage students to use strengths and preferred ways of learning.
- Incorporate appropriate deeper learning assignments to allow students to personalise their learning.
- Engage with parents on a regular basis to discuss underachievement and strategies to overcome underachievement.

5. PROVIDING FOR MOST ABLE STUDENTS

Students will be given the opportunity to fulfil their potential in the area within which they demonstrate a gift or a talent without reducing the breadth of their curriculum experience or to the detriment of their personal development.

In the Classroom we will provide:-

- Identification of all Most Able learners in staff seating plans and planners.
- Clear expectations, curriculum targets, differentiated learning objectives and outcomes shared with learners.
- Differentiation and varied teaching strategies designed for all ability levels to stretch and challenge.
- An understanding of the variety of different ways in which students learn.
- A range of opportunities are planned for independent learning and a wide range of learning styles used to personalise learning so every learner can achieve.
- A regular use on Essentials/ Impress/ Amaze across all subjects to help all learners achieve to their full potential.
- Opportunities for investigation, problem solving and exploration.
- Opportunities for group work and leadership.
- Careful attention to the ways in which students are grouped.
- A supportive learning environment.
- Flexible responses to the needs of Most Able students.
- Enrichment and extension activities.
- The opportunity for self, peer and whole group review.
- Monitoring and feedback to allow students to move on and progress towards the next step' and in order to reach exemplary levels or grades at KS3/4/5.

Beyond the classroom we will provide:-

- Opportunities for Independent Learning.
- Variety of deeper understanding activities.
- Supervised after college study.
- Specialist after college clubs.
- Accessible ICT facilities.
- The use of visiting specialists.
- Subject specific visits and workshops.
- Holiday extension schools.
- Study skills sessions.
- Participation in local and regional Most Able events.
- Links with Higher Education providers.
- Teaching Assistant courses in KS5 and Additional Language classes.
- Duke of Edinburgh.
- Regular monitoring, review and feedback.

6. ENRICHMENT AND EXTENSION

Enrichment relates to the breadth of study and experience. It involves offering students a wide variety of opportunities both within and outside college and exposing them to experiences not normally encountered as part of the standard curriculum. Care must be taken to ensure that enrichment does not take the form of 'bolt on' activities or simply 'more of the same.' Enrichment should be closely linked to extension and acceleration.

Extension consists of providing extra materials at a deeper or more complex level, or providing challenging questions. Extension relies on a teachers sound subject knowledge and willingness to adapt the curriculum. Extension activities can also take place outside college hours.

a) **Extension out of hours** takes place through events and classes provided by the college such as Lunchtime or after college clubs such as Art, Science and Music, including the college Orchestra. Subject revision classes also provide the opportunity for students to excel in addition to supporting progress at examination level. The opportunities to attend additional language classes are available within College.

At Post 16, visits to partnership universities provide students with information advice and guidance in addition to academic knowledge. Opportunities to stretch and challenge include Teaching Assistant course in KS5, Birmingham Academic Enrichment Programme, University Residential opportunities, University Masterclasses, Unifest Summer Schools and Sutton Trust Summer schools.

b) **Extension in college** examples of this provision can be found on the college FROG website, such as high order questioning for analysis within the classroom and questioning stems. Differentiation should be clear within lessons and appropriate providing opportunities to demonstrate ability / for stretch and challenge. A range of opportunities should be planned for independent learning and a wide range of learning styles should be used in order to personalise learning, so that every learner can achieve. The curriculum should have a range of opportunities that offer the chance to increase their knowledge and to form effective learning habits to maximise potential.

c) **Working with centres of excellence** - Events have taken place in college in collaboration with external agencies. In KS3, 4 & 5 students have attended a range of subject enrichment opportunities and workshops at institutions such as University of Birmingham, Birmingham City University and Aston University. Several graduates have collaborated with several departments such as English participating in creative writing workshops to stretch and challenge specific year groups across key stages. Students in KS4 have attended a 'why aim for University' workshop at the University of Cambridge and speakers from the University of Cambridge and University of Birmingham have given talks within College to students and parents. Whilst most able KS5 learners have participated in several Master classes linked to degree programmes at Local Universities. In addition some learners were involved in the Cambridge Higher Education Programme participating in an annual programme of academic lectures, admission talks and a visit to Girton College, Cambridge.

7. MONITORING, REVIEW AND TARGET SETTING

Tracking Student Progress

Students should be monitored and tracked across time and subjects using a range of AFL methods such as teacher assessment and test results.

Classroom teachers should track the progress of their learners by regular formative and summative assessments. AFL and Marking of work should clearly inform learners how to improve/progress to their next level. Most Able learners performance should be recorded, monitored and reviewed regularly. This should provide essential feedback which is articulated to Heads of Department / House Progress Leaders / SLT / Parents / Carers.

- Rewards systems should be used effectively to support, encourage and motivate all Most Able learners: text message, phone calls, letters home, postcards, certificates and publication of

success via school media network.

- Performance Data is managed through a college wide system and all staff have access to this via the SIMS system. New data can be added easily and updated.
- College data is measured against Local and National data and outcomes discussed at whole college meetings and within departments.
- Staff in departments should discuss, share and use this information to inform future planning, teaching activities, deeper learning activities and intervention strategies.
- Data to be collected regularly and shared with students and their parents through the reporting system, House Progress Leader meetings and on Parents Evenings.
- Intervention process is to be actively engaged to develop strategies and approaches to countering underachievement/ to overcome barriers e.g. via mentoring process or intervention logs, applied where appropriate by departments.
- Most Able and Higher Prior Attaining students will be a focus of teaching and learning groups and whole college monitoring in 2019 - 2020:-

1. Monitoring progress and providing frequent, detailed and accurate feedback that empowers students to take command of their own learning and progression. Particular attention will be given to how students respond to the feedback and use it to inform their next steps.

2. Planning activities that challenge the higher ability range within the classroom setting and developing appropriate deeper learning assignments.

3. Particular focus on MAPP students who historically underperform.

8. ROLES AND RESPONSIBILITIES

The Subject Teacher

The teacher in the classroom is at the heart of the college's provision for Most Able students. Teachers who are most successful with the most able students are able to:-

Look for ways to widen the scope of learning activities in the classroom and beyond.

- Encourage students to take risks and ask questions.
- Plan differentiated activities and extension questions.
- Invite students to plan and work independently.
- Create meaningfully independent deeper learning activities which challenge and stretch the most able.
- Use Most Able learners to introduce new topics/develop review activities for lessons.
- Help students to review and assess their own progress and set targets.
- Provide assessment that is rigorous and constructive.
- Challenge those Most Able learners who are underachieving and undertake early intervention strategies.
- Are sensitive to the feelings of Most Able students and avoid situations that may cause difficulties with peers or parental expectations.

The Subject Leader

The Subject Leader should take a lead role in developing and evaluating the curriculum for the Most Able.

He or she can:

- Maintain an overview of the subject provision and identify any shortcomings.
- Maintain a subject register of Most Able pupils. This is a working document and as such should be regularly updated and the progress of pupils monitored.
- Support developments and assist colleagues in planning differentiated activities.
- Identify, and support staff in identifying those pupils who have the potential to achieve, but do not regularly demonstrate high achievement. Thereby participating in early intervention strategies to challenge underachievement of most able students.
- Ensure that programmes of study reflect opportunity for more challenge and higher order tasks and learning skills rather than 'more of the same.'
- Plan and build opportunities for enrichment and extension activities in their teaching and

learning programmes liaising with the Most Able Co-ordinator where appropriate.

- Keep up to date with developments both locally and nationally.
- Monitor and evaluate the effects of departmental provision.

The Most Able Co-ordinator

The Most Able Co-ordinator should have an overview of provision. The responsibilities should include:

- Supporting staff in identifying and monitoring Most Able students.
- Keeping up to date with information about resources and services available and sharing this with colleagues.
- Leads training and developments in teaching and learning to raise challenge and achievement in Most Able learners.
- Coaches colleagues to improve teaching strategies.
- Acts as an advocate for Most Able learners.
- Encouraging the development of suitable enrichment activities in lessons and extra-curricular.
- Co-ordinating the use of external agencies, resources and facilities.
- Contributing to aspects of whole college planning.
- Facilitating staff training, where appropriate.
- Working with Data Manager to track student progress.

Senior Leadership Team (SLT)

The needs of Most Able pupils are seen as a whole college issue. The SLT plays a key role in identifying this as a priority in the College Development Plan.

SLT strategies include:

- Strong and explicit commitment to improving the education of Most Able pupils by the Principal and senior leadership team;
- Providing a whole college policy helping to ensure that a positive ethos is generated and sustained throughout the college. This is a practising working document which is continuously reviewed.
- Provides the Most Able Co-ordinator with support from the college's governing body, the head teacher and senior leadership team.
- Ensures the colleges Most Able Co-ordinator forms links with SLT to improve the capacity to provide for all Most able learners across the college.

The Most Able Co-ordinator will support the Principal and SLT in:

- **Strategic planning for the development of Most Able provision in college;**
- **Identifying the Most Able cohort;**
- **Developing teaching and learning strategies which challenge and support optimal progress for Most Able learners.**

There is recognition and acceptance that the role of the college Most Able Co-ordinator does not involve performing all activities associated with the most able programme and this is a responsibility shared by all staff in college.

The role of Directors

Directors may support the college's provision for most able pupils through policy development, financial planning, monitoring attainment, college effectiveness, and accounting to parents.

The named Director to work with the college on developing its approach to the education of gifted and talented pupil's most able pupils is Tracey Causer. The link director will meet with the Most Able Co-ordinator on a termly basis.

In particular Directors should:

- organise appropriate Director training;
- ensure that there is an appropriate whole-college policy for addressing the needs of most able pupils;
- monitor and evaluate the implementation and effectiveness of the college's policy;

- consider the needs of most able children in college development and financial planning;

9 CPD FOR STAFF

Staff may access training and professional development with a Most Able focus by attending subject specific courses and seminars. They may source these events personally or through their department. Alternatively, the Most Able Coordinator may source a course or event. For example, some staff have attended specific subject based workshops/courses with learners aimed at gaining specialist skills to raise achievement within their subject areas. Other accompanying Most Able visits include attending a Higher Educational venue aimed at providing excellent training, ideas and inspiration for staff.

10. SUMMARY

The aim for all students at Bishop Milner Catholic College is simple – be the best that you can be. The challenge we set for the most able students within the college is to have high aspirations, and with the support of staff within college we hope to increase the number of high achievers progressing from Year 11 to Sixth Form, and also hope to foster more medicine / veterinary / Oxbridge applicants. The basic principles set out within this policy also apply more broadly to all students within the college in terms of aspiration and challenge.

Alongside this Policy document is the Attainment and Progress Action Plan, which will be used to inform and track initiatives and developments over a twelve month period. Both the Action Plan and this Policy document will be reviewed in October 2020.