****

**MOST ABLE POLICY**

**February 2019**

**Rationale**

At Unity College, we believe in teaching and learning in such a way that each individual child strives to achieve above and beyond expectations through a balanced and differentiated provision. This includes those children who are identified as ‘Most Able’.

**Definition**

Most able students are those students who achieve or have the ability to achieve, at a level significantly ahead of their age group. We have therefore defined the Most Able here at Unity College as having top Average KS2 scores at the end of Year 6. These students will subsequently be expected to strive to achieve the highest Attainment 8 scores.

**Aims**

To raise achievement and aspirations among all students by:

* Challenging and supporting the most able to push the boundaries of what is possible;
* Recognising and celebrating high achievement
* Develop appropriate teaching and learning styles

**Objectives**

* To ensure differentiation in all teaching and learning programmes which include challenge for the most able
* To identify and keep under review, a register of most able students at whole college level
* To provide an enrichment programme which is challenging and motivating
* To review the curriculum model and learning opportunities open to most able support them in achieving their targets
* To provide pastoral programmes that support the self-esteem of students
* To work with parents to help students achieve their potential and to be ambitious

**Strategy Framework**

*Identification and monitoring*

* Most Able students are identified initially through Mean KS2 SATs score of 110+. However, high performing students can be added to the register at any time.

*Tracking*

* At each assessment point, the progress and attainment of most able students is tracked to ensure sustained and rapid progress
* Teachers will monitor the effort and attainment of these students and specific interventions put in place
* Parents are kept informed about the progress and attainment of most able students through Progress Data Reports and Statement of Results
* Ensure challenging targets are in place

*Differentiation*

* All lessons should plan for differentiation, pace, variety and challenge for the most able through groupings, process and content
* The most able students should have more open-ended tasks and discovery in their homework, where possible, setting independent learning tasks
* Subject leaders should review SOW to ensure that learning is differentiated to challenge the most able by promoting higher levels of thinking
* Teaching methods must ensure that questions, activities and language is of a higher order for most able students. Teaching strategies must facilitate the application of information, using it to develop new ideas and have real depth of study.
* Develop independent learning through A4L strategies to allow students to organise their own work, carry out tasks unaided, evaluate their work and become self-critical

*Curriculum Design and Enrichment*

* Within the curriculum design there will be challenge and differentiation for most able students
* Enrichment opportunities will be offered through departments, as well as cross curricular, interschool, regional and national events to raise aspirations and deepen subject knowledge
* Accelerated learning opportunities allow most able to explore the wider curriculum in order to progress at a faster pace

*Pastoral care*

We recognise high achievement and self-esteem are very closely linked. We believe strongly that pastoral care of most able students is as important as their intellectual needs. Effective provision for most able students requires a supportive and informed pastoral system ensuring that:

* There is a co-operative home school partnership which involves and informs parents
* Systems are in place for recognising and dealing with underachievement and its causes
* Success is actively and regularly celebrated through recognition of student’s achievements, in Presentation evenings as well as House Assemblies, across the full spectrum of activities
* Pastoral teams are aware of most able students during exams in order to offer support, prevent stress and undue pressure

*Review*

The policy and its implementation will be reviewed annually.