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**MOST ABLE POLICY**

**February 2021**

**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 broad and balanced curriculum, varied and appropriate teaching methodology, and careful tracking. 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 high prior attainers who have an average KS2 scaled score of 110+. 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 varied and appropriate teaching methodology, enrichment opportunities and careful tracking

**Objectives**

* To ensure all teaching and learning programmes include challenge for the most able through activities that develop higher order thinking skills and work practices
* To identify and keep under review, a register of most able students at whole college level
* To provide extension and enrichment activities which are challenging and motivating
* To review the curriculum model and learning opportunities open to most able in order to support them in achieving their targets
* To provide pastoral care to the cohort ensuring that they are emotionally equipped to deal with their successes and failures
* To work with parents and carers 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

*Teaching and Learning*

* All lessons should plan for high expectations, pace, variety and deeper learning for the most able through groupings, process and content
* The most able students should have more open-ended tasks and research in their homework, where possible, setting independent learning tasks
* Subject leaders should review SOW to ensure that the curriculum is broad and balanced to challenge the most able by promoting deep learning and higher-order thinking
* Varied and appropriate teaching methodology which facilitates the application of information, using it to develop research skills, problem solving, analysis, synthesis, creative thinking, speculation and evaluation questions.
* 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

*Enrichment*

* Enrichment might involve work with students from other schools, day and residential trips such as Nelson and Colne Boat Race Challenge.
* Events offered through The Whole College Most Able Enrichment Calendar to raise aspirations and develop skills required by top universities
* Accelerated learning opportunities allow most able to explore the wider curriculum in order to progress at a faster pace
* Participation is encouraged in a wide variety of extra-curricular activities such as the Duke of Edinburgh to ensure social development, build resilience and enhance motivation.
* Enrichment can also include participation in local and national competitions such as UKMT Mathematics Challenges

*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 academic needs. Effective provision for most able students requires a supportive and informed pastoral system ensuring that:

* Pastoral support from class teacher, PD tutor, House Leader or Most Able Lead
* Representation on Student Council and feedback from student voice
* 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
* Working closely with parents and carers to address underachievement and celebrate success

*Review*

The policy and its implementation will be reviewed annually.