**Stony Dean School**

**Most Able Policy**

**Draft Prepared:** November 2015

**Reviewed by Headteacher:**  January 2016

**Staff Responsible**: LBe

**Review date:** September 2017

**Rationale**

At Stony Dean School provision for more able pupils will be as inclusive as possible and seek to provide for the needs of this group of students (both identified and those as yet unidentified) through appropriate differentiation, and extension opportunities developed and delivered through the curriculum. It will be the responsibility of each subject area to provide appropriate challenge for higher-performing pupils within that area.

It is important to recognise that all children, not just the most able, will benefit from good practice in teaching and learning, from effective differentiation, from assessment for learning and appropriate support.

**Definition**

At Stony Dean, we define the most able as students that will be more able in relation to their peers within our setting. Students will have the ability to excel across a range of subjects (both academic and vocational), with abilities developed beyond their year group.

**Identification**

In order to identify the most able students at Stony Dean, a combination of the following are used:

* Year 7 baseline scores (including reading comprehension age and BPVS score)
* Accelerated progress in English and/or Maths
* Higher Learning Potential Indicators (attached)

As the ability range at Stony Dean is cohort specific, we have not identified a percentage number for the most able. Most able students’ progress will be tracked and analysed as part of the termly data analysis undertaken by curriculum leaders.

**Classroom Approaches**

Lesson planning at Stony Dean should differentiate effectively for all students including the most able through:

* Assessment for learning processes to allow students and staff to assess the progress of all students and support the most able;
* Grouping students according to ability where appropriate, to allow the most able students to work together, mixing groups to allow able students to support others;
* Using high order questioning both verbally and visually to challenge the most able students;
* Creating challenge areas or tasks to ensure the most able students have access to a range of materials and resources to support their progress;
* Inclusion of a good range of activities involving research/study skills, problem solving, decision making, analysis, creative thinking, speculation and evaluation.

**Personal, Social & Emotional Needs**

The most able students are offered the opportunity to work with careers advisers as well as specialist staff to ensure that they are supported in choosing the correct pathways and understand their diagnosis, as well as the impact of their EHCP on their future life. This level of support is available to any student at Stony Dean who should require it; however our most able often need additional support in making the right choices as they are more active in this choice.

**Responsibility for implementing, coordinating and monitoring**

All staff are responsible for supporting our most able students. Curriculum leaders are also responsible for tracking the progress of the most able students through monitoring progress, lesson observations and self-evaluation.

Responsibilities of all teaching staff

* have an awareness of the most able students they teach
* ensure their lessons are challenging for all
* be aware of the progress being made by all of their students including their most able students