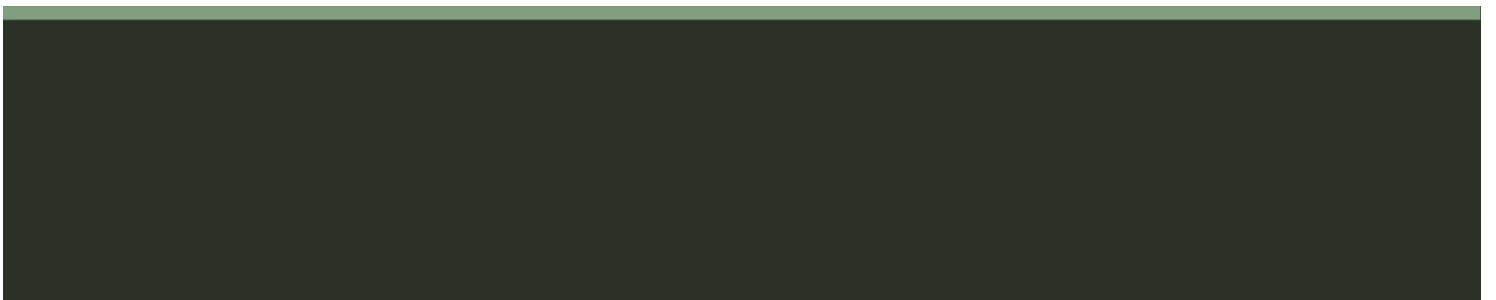




POLICY FOR MOST ABLE

Committee Responsible:	Curriculum and Achievement
Reviewed by:	Naseema Akbar
Review Date:	September 2019
Ratified by Committee:	18 th September 2019
Next Review Date:	17 th September 2021



BENTLEY WOOD HIGH SCHOOL POLICY FOR THE MOST ABLE

At Bentley Wood High School, our policy is to stretch and challenge all students. We do further recognise the needs of the most able.

- ❖ Initial identification is made following the outcomes of GLS tests which are conducted in the autumn term of Year 7, KS2 scores and internal Year 7 assessments. These students are identified as most able across all subjects.
- ❖ In years 7-13 teachers identify students excelling in their curriculum areas, as high achievers
- ❖ For students with exceptional ability in music or sport we adapt the curriculum to enable them to complete their homework in school. This allows the student to practice their music or sport to a very high standard

Once created, the school register for the most able is stored electronically and updated throughout the year by both the data team and departmental teams. This data is on SIMS.

The register is used to inform teaching staff, students, and parents and carers, so that students' needs are met. It is used to identify students for specialised intervention.

Curriculum Provision

At Bentley Wood High School every department has its own policy to stretch the most able specific to its subject content. Heads of Department are responsible for developing curricular provision designed to meet the needs of students demonstrating subject expertise. Teachers work on this provision through department meetings and school reviews. These include:

- ❖ Enrichment opportunities both in the classroom and outside of school;
- ❖ Extension work;
- ❖ Suggestions for development through comments in marking;
- ❖ Targets set and monitored by staff;
- ❖ Mentoring the 9/8 more able group from each year group
- ❖ KS5 students are mentored through provision in lesson to progress to the Russell group universities, as well as more broadly by additional provision;
- ❖ Selected KS5 students are put forward for the social mobility programme to increase awareness of developing their subject expertise relevant to their career paths.

Subject teachers are responsible for the provision above.

Curricular Provision

Supra-curricular provision is academic work that goes beyond the subject specifications. Many teachers at Bentley Wood provide students with additional

opportunities to stretch themselves. Although this provision is aimed at the most able students, students of all abilities benefit.

Examples of clubs and societies a most able student may experience over the course of their time at Bentley Wood High School

- ❖ Debate Club;
- ❖ Philosophy Club;
- ❖ Science Debate Club;
- ❖ Latin Club;
- ❖ Choir;
- ❖ Wind Band;
- ❖ Orchestra;
- ❖ Performing Arts;
- ❖ Erudite Club;
- ❖ KS5 Russell group;
- ❖ STEM Club;
- ❖ Oxbridge tutoring.

Monitoring and Evaluation

The most able students are monitored during lessons and in departmental meetings to ensure that they are working to their full potential.

New staff are inducted in the policy for catering to the needs of the most able students by their subject leaders.

Below are the measures taken to evaluate the success of the stretch and challenge policies. Improvements are made in light of this evaluation:

	Frequency	Person Responsible	Review Type And Log
Targets are published for all identified students in all subjects and these are cross-referenced with exam and test results.	Yearly	Data Team/HOD	Exam Analysis
Departments self-evaluate and review their provision and exam results with particular reference to the most able students.	Yearly	HOD	Exam Analysis
Activities for most able students are integrated into appraisal, target setting, assessment, planning and analysis.	Yearly	Line Manager	Appraisal
New staff are inducted in the policy and practice relating to most able students	Staff Induction	HOD	Minutes

Heads of Year and designated SLG analyse the performance of the most able at each assessment point. In school variation and individual lack of progress is addressed by HOY and intervention is organised by SLG.	Termly	SLG	Minutes
The school monitoring, evaluation and review (MER) system includes the most able as a cohort in the book scrutiny, learning walks, assessment data and student focus groups.	Half termly	HOY/HODs	MER
Identifying year 7 Most Able Cohort and making them aware to all subject teachers,	Yearly	HOY 7 and link SLG.	SIMS data

We are committed to reviewing and improving its provision for all high attaining students including the Most able. A school improvement group has continued into 2018/2019 to develop a creative consistent approach across departments and across year groups. We aim to ensure all high attaining students have an appreciation of activities to widen their cultural capital experience. Creating equality across social groups and opening encouraging social mobility.