



# POLICY FOR THE MOST ABLE

<b>Committee Responsible:</b>	<b>Planning Board</b>
<b>Reviewed by:</b>	Francis O'Sullivan and Lynne Fountain
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## **BENTLEY WOOD HIGH SCHOOL POLICY FOR THE MOST ABLE**

At Bentley Wood High School our policy is to stretch and challenge all students. Furthermore, we identify and provide specialist provision for the most able students, so that all students can achieve to their highest potential.

- ❖ 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 more able by a range of methods, such as, teacher observation, assessment, data and pupil-tracking and subject-expert judgement. We are mindful that not all more able students present in the same way.
- ❖ We look at other areas of achievement for the most able, such as music exam grades and sporting achievements

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. We are mindful that not all able students will represent in the same way and avoid unconscious bias or 'stereotypes' in noting such students.

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 as a focus the need 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;
- ❖ Departments curate their own 'stretch and challenge toolkits' to stretch all students, including the more able
- ❖ Departments host resources for the more able electronically in the Student Extension and Enrichment Team.
- ❖ Curriculum plans and lessons explicitly include opportunities for 'thinking hard', ensuring cognitive challenge for the most able
- ❖ The curriculum is broad and rich and not limited to subject specifications ensuring high challenge for the more able
- ❖ Suggestions for development through comments in marking;
- ❖ Targets set and monitored by staff;
- ❖ Mentoring the 9/8 more able group from Year 10 – Year 11;
- ❖ 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.

## **Co-Curricular Provision**

Co-curricular provision is academic work that goes beyond the subject curricula taught in lessons. 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. *Teams / student enrichment / passports*

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;
- ❖ Italian lessons;
- ❖ Choir;
- ❖ Wind Band;
- ❖ Orchestra;
- ❖ Performing Arts;
- ❖ St John's Inspire programme
- ❖ The Scholar's Programme with The Brilliant Club
- ❖ Model United Nations events (MUN);
- ❖ Department Extension and Enrichment Passports
- ❖ KS5 Russell group activities and mentoring;
- ❖ STEM Club;
- ❖ Oxbridge tutoring.
- ❖ Collaborations with other high-achieving local schools like North London Collegiate and Harrow Boys

## **Leadership:**

Senior leadership oversee strategies and provision for the more able students, including having a designated senior lead with key oversight. Provision for the more able is an ongoing focus in the School Improvement Plan (SIP). Middle leaders ensure provision for the more able in their subject areas through their curricular and co-curricular provision.

### Professional Development:

The school promotes and provides professional development opportunities on pedagogy and other strategies for supporting the more able. These include:

- Teach Talks
- Liaising with specialist organisations such as NACE
- Teaching & Learning Forum
- Invited external speakers who provide strategies for stretching students, including the more able
- Staff Enrichment and CPD Team

### 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 9/8 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

### **Policy review and Development**

We are committed to reviewing and improving its provision for all more able students including the Most able. A school improvement group has been dedicated to stretch and challenge and the more able for several years. This was set up to develop a creative consistent approach across departments and across year groups. We aim to ensure all more able students have an appreciation of activities to develop their cultural capital. We aim to create equality across social groups and encourage social mobility.