



Most Able Student Policy

Part of the Quality of Education Suite of Policies

Committee Responsible:	Curriculum and Achievement
Reviewed by:	F O'Sullivan
Review Date:	June 2023
Approved by Committee:	13 th June 2023
Next Review Date:	June 2024

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 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. This data is stored on Arbor. 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, such as opportunities for enrichment activities, like the Brilliant Club's Scholar's Programme, or the St John's Inspire programme.

Curriculum Provision

At Bentley Wood High School every department has as a focus the need to stretch the most able. 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;
- ❖ A dedicated whole-school Enrichment and Extension Teams channel which Departments use to share stimulating and challenging content such as articles, videos, and events.
- ❖ Enrichment Passports of recommended reading, listening, and watching to stretch all students. (stored electronically in the Enrichment and Extension team).
- ❖ Departments curate their own 'stretch and challenge Toolkits' to stretch all students, including the more able – dedicated resources such as advanced reading and exam answers to help students hit 8,9s, As, and A*s.
- ❖ 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
- ❖ School membership of NACE (*National Association of Able Children in Education*) which provides resources, and occasional training opportunities for staff, to help develop a curriculum of challenge, rich in cultural capital
- ❖ 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;

- ❖ 'High-Flyers' Club in Year 9 for the most able in the year group to mingle and discuss ideas, articles, guest presentations etc.
- ❖ KS5 students are mentored through provision in lesson to progress to the Russell group universities, as well as more broadly by additional provision;
- ❖ Potential 'Oxbridge' students are provided with mentoring and extra-curricular provision through the 6th Form through recommended readings, presentations to peers, and external programmes designed to challenge the most able
- ❖ 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.

Extra-Curricular Provision

Extra-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;
- ❖ Classics Club;
- ❖ 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 (weekly)
- Liaising with specialist organisations such as NACE

- Teaching & Learning Forum (half-termly)
- Invited external speakers who provide strategies for stretching students, including the more able
- Staff Enrichment and CPD Team for sharing training events or resources
- Weekly 'Tip of the Week' on evidence-informed pedagogy to boost the more able and others to remember more and for longer

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.(See Appendix 1)	Half termly	HOY/HODs	MER
Identifying year 7 Most Able Cohort and making them visible to all subject teachers,	Yearly	HOY 7 and link SLG.	Arbor data

APPENDIX 1 MER OVERVIEW

<h2>MER OVERVIEW</h2> <p>The Monitoring, Evaluation, and Review brings together the key findings, conclusions, and action points from the systematic activities to carry out the process into a consolidated and easily understandable format. Structured half termly plan added to Departmental /Pastoral agenda meetings mirroring the school and assessment calendar with links to MER OneNote.</p> <p>It helps to gain insights into the performance, effectiveness, and impact of our curriculum via common MS Forms for Learning walks. Student focus groups and Book scrutiny (following GTTK templates) Feedback of SLG activities accessible to HODs/HOYs in shared folder and OneNote document.</p> <p>The summary MER OneNote is updated over the HT as activities are completed or curriculum aspects are reviewed. It may include data on progress against targets, evaluation results, learning walks comments, examples of best practices, challenges faced, and recommendations for future actions.</p>	<h2>Pastoral</h2> <p>The pastoral MER activities look specifically at each year group and understanding the needs of the individuals such as assessments vs targets, tutor time activities and enrichment opportunities. Successes of individuals and groups are celebrated and evidenced and those students that need support can be actioned effectively.</p>	<h2>MER</h2>	<h2>Curriculum</h2> <p>Using the review activities HODs/ department leaders and attached SLG establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students focusing on:</p> <ul style="list-style-type: none"> • Knowledge of students and use of data to inform planning • Curriculum delivery and subject knowledge • Memory recall, challenge and thinking hard • Learning environment and engagement • Assessment and dedicated improvement and review activities • 3-part homework (Consolidation, application and preparation) <p>Cross-curricular approach on second cycle of each Half Term plan</p>
<p>Summer term 1</p>	<h3>Important dates</h3>	<h3>Autumn 2</h3>	<p>Y11: 'Key to success in exams' evening 3/11/22</p>
<h3>Academic</h3> <p>Who are the top achievers from Assessment 1 (recognition)? Action points for each student</p>	<p>Deadline for MER return 14th December 2022</p>	<p>Year 8 Parents evening 17/11/22</p>	<p>Year 13 Mock 1 exams start 21/11/22</p>
<h3>Attendance</h3> <p>Attendance tracker – place link here Top students with lowest attendance – what strategies are in place</p>	<p>Key Activities</p>	<p>Year 10 Parents evening 1/12/22</p>	<p>Y11 Mock 1 exams start 1/12/22</p>
<h3>Punctuality</h3> <p>Punctuality trackers – place link here Top students with lowest punctuality – What action points will be in place?</p>	<h3>Other Subject specific activities</h3>	<p>Assessment 1b Year 8 & 12 - 10/11/22</p>	<p>Assessment 1c Year 7 & 9 24/11/22</p>
<h3>Achievement</h3> <p>Which students are getting the most achievement points and CARE points – how is this being recognised? Which students are accumulating too many green slips – what strategies are in place?</p>	<h3>SLG+ Activities</h3>	<p>Assessment 2a Year 13 15/12/22</p>	<p>Department Meetings 7/11/22 & 21/11/2022</p>
<h3>Targeted students</h3> <p>Any key concerns of students and what strategies are in place?</p>	<h3>Personal Development</h3>	<p>Lead comparative judgement activities during standardisation meetings to ensure consistency across assessments. Create target groups from assessment drop and agree intervention.</p>	<p>Year 11 Mocks (Year 12 mocks start 3/1/23) - Ensure teams are fully briefed with mark schemes and grading for scripts are consistent across team.</p>
<h3>PSHE/active tutoring</h3> <p>Feedback on learning walks Books scrutiny Student focus groups</p>	<p>Use learning walk and focus group proforma shared by GTTK SLG to focus on:</p> <ul style="list-style-type: none"> • Knowledge of students and use of data to inform planning • Curriculum delivery and subject knowledge • Memory recall, challenge and thinking hard • Learning environment and engagement • Assessment and dedicated improvement and review activities • 3-part homework (Consolidation, application and preparation) 	<p>HOD plus department leaders attached SLG can establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students via:</p> <ul style="list-style-type: none"> • Learning walks and/or lesson observations to include book looks • Student focus group/Teams or other Survey • Department book scrutiny • Cross-curricular 	<p>SLGplus HOY- Student focus group and/or book check. WKA Tuesday period 1&2 Y10 - 1/11/2022</p>
<h3>Enrichment</h3> <p>Personal development, enrichment and involvement in clubs- How is this being promoted/monitored/used to develop the character and wellbeing of students?</p>	<p>Pastoral meeting notes link SLG/HOY meeting minutes link</p>	<p>Department book scrutiny</p>	<p>Y8 - 29/11/2022</p>