

OUSEDALE SCHOOL

MOST ABLE POLICY (INCORPORATING GIFTED AND TALENTED)

1.0 Rationale

- 1.1 We are committed to providing an environment which encourages all students to maximise their potential, including those students who are Most Able, including those who are classed as Gifted and Talented.
- 1.2 To ensure that the Most Able students are able to reach their full potential and flourish the school facilitates a broad, balanced and relevant curriculum that is appropriate to their needs, which challenges, motivates and rewards all abilities.

2.0 Aims

- 2.1 Recognise and provide for the needs of our Most Able students, , within a framework of equal opportunity for all students.
- 2.2 Develop strategies within and out of the classroom to enable these students to cope socially and emotionally with their high ability, and which will provide the development of self-esteem and self-confidence.
- 2.3 To maintain a culture that raises aspirations for all students so that they feel encouraged to work hard and achieve. Create an environment in which all kinds of achievement are overtly valued and in which our Most Able students can achieve excellence.
- 2.4 Provide additional support, guidance and training opportunities for our Most Able, students to work at higher cognitive levels and/or develop specific skills or talents, both within the curriculum and external sources

3.0 Definitions

This Policy relates to our Most Able students including Gifted and Talented students

- 3.1 ' An Able student, as defined by our school, is one who achieves, or has the ability to achieve, at a level significantly in advance of the peer group. This may be in all areas of the curriculum or in a limited range.3.2 . A Gifted student is one who is in the top 5-10% of the student population at the school or class group (Government guidelines) who has the capacity for or demonstrates high levels of performance in an academic area.

improving the provision of extension and enrichment activities designed to meet the needs of our Most Able students.

5.2 Enrichment:

Enrichment relates to breadth of study and experience. It involves offering learners a wide variety of opportunities, both within and outside the curriculum, and exposing them to experiences not usually encountered as part of the standard curriculum.

At Ousedale School we offer enrichment opportunities for Most Able, through the Aspire Programme. This is a series of after-school sessions which offer a range of experiences beyond the curriculum, available to all identified students

The Art, Music, Drama and PE departments offer enrichment opportunities for Talented students through specialist sessions run at intervals during curriculum time and through after-school activities and clubs.

Other Departments also run enrichment sessions focussing more specifically on related skills and subject matter and catering more broadly to the Most Able and interested students in that curriculum area.

5.3 Acceleration:

Involves fast tracking students with a gift in one or more subject area. The Deputy Head (Learning and Curriculum) will be responsible for deciding if any student is accelerated. The decision will be based on the ability of each student and whether there is an appropriate progression route, which does not necessarily involve sitting more qualifications at a higher level, following early entry.

5.4 Underachievement:

We would expect students to make progress and fulfil their potential. However, if for whatever reason this is not the case, a range of additional support will be provided for individuals at risk of underachievement.

6.0 The role of the Co-ordinator of the Most Able Policy

6.1 Act as the 'champion' of Most Able students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and helping to ensure that they receive the right blend of challenge and support.

6.2 Implement the Most Able (incorporating Gifted and Talented) Policy.

6.3 Hold and allocate the school budget for addressing these issues, deploying staff and other resources as necessary.

6.4 Manage the Most Able Register, ensuring that it is kept up-to-date and students are accurately identified on SIMs and SARs.

- 6.5 Support departments and staff and provide them with guidance in meeting the needs of Able, students within lessons.
- 6.6 Design and implement effective systems for monitoring and evaluating Ousedale School's Most Able, provision.
- 6.7 Support departments in their provision of enrichment opportunities for Most Able, students.
- 6.8 Organise and manage the Aspire Programme and other potential enrichment opportunities.
- 6.9 Other Roles

Senior Leadership Team

Ensure Most Able provision and targets are embedded in School Planning.

Ensure that the Co-ordinators and Heads of Department have sufficient resources to provide for the Most Able.

Ensure that the curriculum structure provides appropriate pathways for the Most Able.

SLT to work with the Co-ordinator PALs to ensure that provision is monitored through performance analysis, lesson observations and pupils work.

Working with Co-Ordinators, ensure staff receive training and professional development activities to enable them to meet the needs of Most Able students.

Heads of Department

Ensure the Heads of Department must have a discrete element in their departmental plan in order to ensure that Most Able students are identified and provided for. Some departments have a designated staff member with responsibility for Most Able students. All departments have a list of Most Able, Gifted and/or Talented students in their area and students will be informed of this.

Pastoral and Academic Leader

Ensure that they are aware of the members of their Year who are on the register and to monitor their progress across all subjects and activities through reports and exam results.

Support the Co-ordinator and SLT in monitoring work and work with the Coordinator on non-curriculum matters such as family circumstance that may affect the Most Able students in their Year.

Ensure the effective transition from feeder primary schools.

Class Teacher

Be fully aware of the Most Able, students as well as prior attainment of the students and ensure that appropriate and challenging targets are set.

Assist in identifying the Most Able students who may not have been identified from national results.

Be aware of their departmental policy and strategies for teaching the Most Able students and use the appropriate materials and methods identified therein.

Form Tutor

The Form Tutor must be aware of Most Able students in their form and should work with PALs and parents to support the students where issues may arise that pertain to Most Able students.

Role of Governors (see 7.4)

It is the responsibility of the governors to monitor the effectiveness of this policy via:

- Reports from senior staff
- Scrutiny of student achievement
- Their own visits to the school
- Senior Leadership Team

7.0 Monitoring and evaluation

- 7.1 Classroom provision for the Most Able students is monitored by the Gifted and Talented Co-ordinators as part of an ongoing cycle of lesson observations and work sampling.
- 7.2 Individual progress of students on the Most Able, Register is tracked through Progress Reviews, Reports, internal and external examination results and the completion of Most Able, Student Causing Concern referral sheets.
- 7.3 Most Able, Gifted and Talented Co-ordinators to offer opportunities for regular, informal discussion instigated by Most Able, Gifted and Talented students and their parents for monitoring and evaluation purposes.
- 7.4 The Learning & Curriculum Committee, on behalf of the Governing Body, will monitor and review the policy every two years.

Reviewed by Learning & Curriculum Committee 26th January 2015
To Full Governing Body 25th March 2015
Date of Next Review January 2017