



Most Able student guidance

Rationale:

Felpham Community College strives to provide a broad and balanced curriculum. We work to secure an aspirational environment in which each student is supported and challenged to maximise their potential.

Alongside the recognition of 'talented' students across practical subjects, we use end of KS2 data, teacher feedback and tracking points to identify our 'most able'. Whilst there is no national definition for 'most able' children, it is thought that they tend to display a mixture of many of the following characteristics:

- The ability to learn quickly
- A rich vocabulary
- A long attention span
- Showing compassion, and moral sensitivity
- Keen observers and a vivid imagination
- Questioning authority

All members of staff share responsibility for ensuring that our 'most able' are effectively challenged and developed.

Aims:

- To identify 'most able' students on entry to school
- To provide a stimulating and challenging curriculum for all students
- To ensure that quality teaching facilitates progress of all students
- To provide opportunities that enrich, extend and challenge 'most able' students
- To ensure that 'most able' students develop the skills that will underpin their success in the future. These should include critical thinking, presentation and leadership skills

Governors will:

- Review the 'most able' guidance on a biannual basis
- Ensure that the achievement of the 'most able' is written into the WCQP

The Senior Leadership Team will:

- Plan strategically to improve the progress made by 'most able' students, ensuring this is a key component of the WCQP
- Monitor the progress of 'most able' students across all Key Stages, ensuring timely intervention takes place, as appropriate
- Ensure staff receive appropriate training and guidance to plan and differentiate for 'most able' students

- Develop effective strategies for engaging and supporting the parents and carers of 'most able' students

Curriculum and Subject Leaders will:

- Monitor the progress of 'most able' students in their curriculum and subject areas, directing intervention as appropriate and liaising with SLT, YLs and parents/ carers where necessary
- Ensure all Schemes of Work are updated to ensure appropriate levels of stretch and challenge are given throughout
- Monitor that staff in their curriculum and subject areas are demanding high standards from all students

Teaching staff will:

- Ensure they use data to plan and deliver lessons/interventions that target the needs of the 'most able' students in their groups
- Ensure they use the metalanguage appropriate for 'most able' students within their subject area, encouraging conceptualised responses and providing opportunities for wider reading
- Recognise and celebrate 'most able' students' success

Year Leaders and Tutors:

- Monitor the progress of their 'most able' students
- Liaise with curriculum and subject leaders to review and secure appropriate support for 'most able' students who are identified as underachieving

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's talents and abilities to the full.