

# Policy to support the 'Most Able' and 'Exceptional Performers' at Tupton Hall School

**January 2017**

Bi-annual Policy

Person Responsible:

Reviewed by SLT:

Approved by Student & Standards:

Ratified by Full Governing Body:

Mrs A Neville

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31 January 2017

22 May 2017

Tupton Hall School

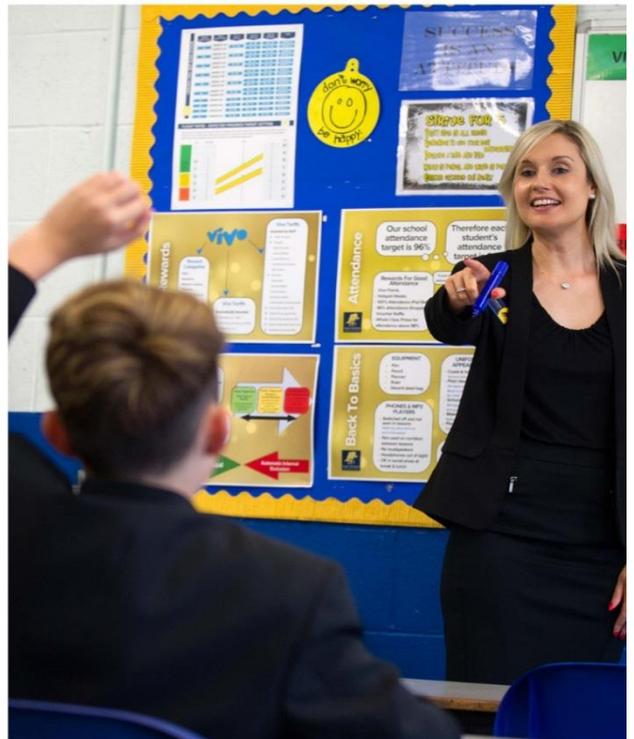
REDHILL ACADEMY TRUST





# Tupton Hall School

Aspire • Learn • Achieve



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# POLICY TO SUPPORT MOST ABLE STUDENTS AT TUPTON HALL SCHOOL

## OUR BELIEF

At Tupton Hall we believe that all students have individual needs and varied learning capabilities. It is essential that all students feel that they are valued and able to make academic progress. We can acknowledge the needs of the most able students by providing them with challenges and opportunities to reach excellence and develop their skills.

Students learn best when expectations match ability and inform planning. Classroom activities should be designed for learning and be underpinned by delivery that is rooted to specific objectives. Teachers must insist that the most able students give their best, and persist in promoting excellence by providing inspiring and demanding learning experiences.

This contributes to a culture of continuous improvement, where creativity and risk-taking are features of the learning environment across the school. Equality of opportunity is supported where strengths and talents of students from diverse cultural backgrounds are recognised, celebrated and allowed to flourish.

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## AIMS AND OBJECTIVES OF THIS POLICY

### TO PROMOTE THE RAISING OF ATTAINMENT BY:

- Successfully and accurately identifying the most able cohort of students.
- Promoting excellence and to develop an ethos of rigour which is planned through the delivery of the curriculum.
- Ensuring that the school offers a wide range of opportunities and a high level of challenge to all, in line with an ethos of inclusion.
- Meeting the needs of all students to allow them to fulfil their potential, so that all students' talents are recognised and developed.
- Supporting and enhancing the teaching and learning that takes place in **all** classrooms, including the development of independent learning and thinking skills.
- Supporting staff in the delivery of teaching and learning as above.
- Helping the most able students develop their skills and achievements, to the highest possible level.
- Engaging parents to support students to realise their full potential.
- Creating and promoting an ethos that values high achievement across all schools, as well as across the whole community.
- Meeting the needs of the whole child, including emotional and social well-being.
- Making sure provision for the most able is a whole school focus.

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# DEFINITION OF THE “MOST ABLE” AND “EXCEPTIONAL PERFORMER”

For the purpose of this policy, the identification of the most able students is in line with the OfSTED definition of the students with **higher prior attainment**.

However, strands within the policy will also relate to students who improve in subjects and who aspire to improve. It does not replace our school priorities of ASPIRE. LEARN. ACHIEVE for **all** students, and it relates to the whole school policy of assessment and identifying potential as well as ability.

It is also important to acknowledge those students who may not be academically categorised as “**most able**”, but are “**exceptional performers**” within sport, art, music, drama or other practical activities. It is essential that as a school community we not only acknowledge these “**exceptional performers**” but also support them in whatever way befits their practical ability.

The “**most able**” will be expected to make at least ‘expected progress’ or better throughout KS3 and KS4, aiming for a **GCSE grade 8/9** at the **end of Y11**, and **A\*AB at A2 Level**.

Their ongoing progress will be continually tracked through data profiling against their prescribed flight path.

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## TRACKING PROGRESS OF THE “MOST ABLE”

Across the curriculum the school will use **internal assessment data** taken from:

- End of year examinations
- Data point information
- Module, unit tests
- Written assignments, projects, individual research
- Homework
- Classwork
- Data point analysis
- Any other formal assessment methods developed in line with medium term plans

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## IDENTIFYING AND CELEBRATING OUR “EXCEPTIONAL PERFORMERS”

Early identification may be through the process of transition including the “Moving up Resource”, parental contact, primary information or information from the student themselves. Similarly, the role of form tutors in identifying and sharing this information cannot be underplayed. Students notoriously shy away from sharing their talents and accomplishments, often only sharing their achievements with those staff with whom they have more regular contact.

Where appropriate the following **range of abilities** should be identified:

- Sporting ability
- Musical talent
- Drama ability
- Leadership skills
- Community involvement
- High level of interpersonal skills
- Representation within organised uniform groups
- Other talents/ability benefitting students own development or that of society

It is important that such achievements are celebrated via

- Assemblies
- Social media
- School website
- School bulletin
- Screens across the school
- Governing body
- Local press

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## MONITORING AND EVALUATION

The overall impact and appropriateness of the policy will continually be reviewing in line with all other school policies by the Extended Teaching and Learning group, middle and senior leaders. Periodic feedback will also be gathered from key recipients of the policy through student and parental feedback.

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# PROVISION

Current good practice, as enshrined in the 2013 Teachers' Standards, points to the key principle of every teacher being responsible for the delivery and provision of challenging lesson content, and that this is the best way of providing for our most able students.

## 1. THE SCHOOL, THROUGH CURRICULUM AREAS WITHIN THEIR TEACHING AND LEARNING, SUPPORTS THIS BY:

- Using the quality assurance systems to evaluate, plan for and improve the quality of provision in the classroom.
- Creating challenge in the classroom.
- Valuing learners own interests and styles.
- Encouraging independence and autonomy and supporting learners in using their initiative.
- Encouraging connections across subjects or aspects of the learning programme.
- Link learning to wider application.
- Encouraging learners to be open to new ideas and initiatives presented by others.
- Encouraging the use of a variety of resources, methods, ideas and tasks.
- Involving learners in working in a range of settings and contexts e.g. as individuals, in pairs, in groups, as a class, cross-year groups, cross-school and inter-institutions.
- Encouraging learners to reflect on the process of their own learning and understand the factors that help them make progress.
- Assist students to acquire and apply relevant personal, learning and thinking skills, as well as knowledge and understanding necessary for progression to further learning.

## 2. WHOLE SCHOOL PROVISION:

The school may provide additional opportunities that aim to enhance and enrich the learning and progress of those students identified as most able.

The activities can be planned to create opportunities for students to develop their key skills, as well as personal, learning and thinking skills.

The most important resource in provision for the most able, is the teaching team. Teachers of these students need to have appropriate levels of subject knowledge and expertise, as well as high quality, varied and effective teaching and learning strategies. The school will therefore provide relevant training and resources to assist staff in improving their awareness, knowledge and practice relating to provision for the most able.

Teachers should effectively use available student/ performance data to inform teaching and lesson planning, and use their knowledge of best practice and classroom pedagogy to help them identify what excellent classroom provision looks like.

The effectiveness of the provision and the progress students make should be evaluated as part of a whole school progress monitoring and target setting process.

The curriculum should be monitored regularly to ensure effective differentiation. Monitoring should include aspects of the quality assurance framework. This will give opportunities for good practice to be shared and monitored.

Support for the most able students will also include pastoral support, coaching and mentoring.

### 3. ROLE OF PARENTS

Parents / Carers will be regularly informed of the progress their child is making against nationally set standards, through the school wide process of reporting to parents.

Should any concerns be raised, early contact should be made by either the school or the relevant parent / carer.

### 4. FACULTY PROVISION

It is the responsibility of faculty and subject areas to make adequate provision available to all students in the classroom.

Differentiated activities, materials, tasks and projects should be incorporated into schemes of work and all lessons.

Subject areas should set relevant subject specific targets and monitor progress of the most able students, as well as identifying underachievement, and putting relevant support in place.

To help implement this, each curriculum area, middle and seniors leaders across the school will:

- Create a positive and stimulating learning environment.
- Use the quality assurance processes as a planning/performance and evaluation tool to improve classroom practice.

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# ROLES AND RESPONSIBILITIES OF TEACHERS

## THE MOST ABLE **LEAD TEACHER** IS RESPONSIBLE FOR:

- Oversight of the policy and its implementation, monitoring and evaluation.
- Dissemination of information relating to the most able including sharing of best practices.
- Informing SLT/ Governors of progress of targeted initiatives and school wide developments.
- Advising subject teachers of appropriate strategies for the teaching of the most able students.
- Creation of a yearly action plan in accordance with School Development Plan.
- Celebration and promotion of high-level achievement and activities in the school.
- Promotion of higher education and information/opportunities regarding future careers.

## **FACULTY / SUBJECT LEADERS** ARE RESPONSIBLE FOR:

- Ensuring a differentiated and challenging curriculum is delivered.
- Ensuring curriculum plans and schemes of work take into account the needs of the most able.
- Ensuring that staff implement this policy, and identify training and development needs.
- Monitor the faculty's provision for the most able students.
- Ensuring progress is made by these students and that staff know how to ensure their learning needs are fully met.
- Ensuring that 'most able' students in their subject succeed in gaining the highest grades possible in national examinations.
- Celebrating the achievement of the most able students in their subject.

## **SUBJECT TEACHERS** ARE RESPONSIBLE FOR:

- Ensuring that high expectations are shared with students.
- Ensuring that lessons include specific challenging learning objectives underpinning activities for most able and talented students.
- Delivering the requirements of the Teachers' Standards.
- Monitoring and affecting the progress of the most able students within their classes.
- Teaching to examination criteria to ensure the most able students achieve top grades within public examinations.
- Seeking advice and support (contact with parents and other staff) in the case of individual students' underachievement.
- Nominating top achievers for praise, awards and ViVos.

## **YEAR TEAM LEADERS ARE RESPONSIBLE FOR:**

- Ensuring the pastoral needs of the most able students are taken into account by year teams.
- Monitoring the underachieving students in their year group and ensuring that action is taken.
- Having an overview of the progress of the most able and exceptional performers in their year group.
- Support the most able and exceptional performers by creating a positive learning ethos.
- Where appropriate liaise with parents / carers.

## **FORM TUTORS ARE RESPONSIBLE FOR:**

- Establishing practical support and organisational routines which the most able students may need.
- Oversight of the most able and exceptional performers within their form.
- Identifying the most able students with particular pastoral needs.
- Identifying bullying issues, and help establish positive learning ethos.
- Passing on information about individual students to the Year Team Leader.
- Where appropriate, liaise with parents / carers.

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# SUGGESTED TEACHING AND LEARNING STRATEGIES

All students are entitled to a challenging and stimulating curriculum in a supportive environment. At Tupton Hall we believe that caring for all our students, nurturing them and assisting them to achieve what they are capable of doing is the role of every teacher.

Students and staff should therefore:

- Use information about prior attainment to set well-grounded expectations for students.
- Monitor student progress to give clear and constructive feedback.
- Make effective use of differentiation in all settings.
- Adopt a range of organisational approaches, developed in response with students' need.
- Provide work that is stimulating, motivating and challenging.
- Provide questions and answer sessions which promote higher-order thinking skills.
- Be involved in developing suitable resources/extension material.
- Share their experience and good practice.
- Set work based on individual attainment targets that are both achievable and challenging for identified students.
- Make sure that students are encouraged to show their ability.
- Provide extension work that bridges the gap between the classroom and the wider curriculum.
- Provide positive reinforcement for all students by celebration of all their achievements.