



# More Able Students Policy



DEYES  
HIGH  
SCHOOL

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LYDIATE  
LEARNING TRUST

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<b>This policy links to:</b>	<ul style="list-style-type: none"> <li>- Equal Opportunities Policy</li> <li>- Teachers Pay Policy</li> <li>- Capability Policy</li> <li>- Teachers' Standards</li> <li>- Classroom Observation Protocol</li> </ul>
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## Most Able Students

### Rationale

- The most able students will be given every opportunity to flourish and excel, preparing them for the next steps in their education.
- The School has a responsibility to empower our most able students to hold high aspirations and to equip them to achieve their potential, without limits.
- Improved provision for most able students will have a positive impact on the whole School community.

### Aims

- To identify students who have exceptional ability in one or more areas, as early as possible
- To provide a curriculum which meets the needs of the most able students
- To provide extracurricular activities which provide enrichment opportunities to extend and challenge students.
- To ensure that teaching and learning strategies meet the needs of students
- To ensure that students achieve their academic targets
- To ensure that most able students develop the skills and attributes needed to support their future success
- To ensure that the parents and carers of our most able students are equipped to support their needs
- To provide the most able with CEIAG appropriate to their needs

### Identification

- Most able students will be identified:
  - by the Lead Teacher using prior attainment data.

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- through staff referrals where more than two staff identify the student as being most able in their subject area.
- Identification of most able students is a continual process as each individual's level of ability is not fixed and may develop significantly over time

### **Implementation**

- The most able register is compiled by year group and reviewed annually.
- Planning at all levels within schemes of work should incorporate the needs of most able students
- Most able students are encouraged to participate in enrichment activities offered either within school or in collaboration with other partner schools.
- The school's CPD program supports departments and faculties in developing best practice.

### **Monitoring and review**

- Subject teachers are expected to keep records of attainment and progress of students in their teaching groups and to report each term on the progress and attainment of those students.
- Teachers review progress and set individual objectives with students each term.
- LMs and DoLs track progress of cohort, reporting to SLT line manager.
- Form tutors monitor the progress of each student in their form.
- KS Directors and Progress & Development Manager's monitor progress of students in their key stage or year group.
- DoLs, PDMs, LMs and More Able Lead Teacher identify underachievement and develop appropriate intervention strategies.
- Parents will be informed and included in the planned support for their son/daughter

### **Evaluation**

Provision for more able students will be evaluated through whole school Self Evaluation (SEF) led by SLT. Evidence will be derived from attainment and progress data, lesson observations, work scrutiny and student voice.

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## Roles and Responsibilities

- Senior Leadership Team – vision, ethos and direction, plans and projections, monitoring and evaluation
- Lead Teacher (SLT) – to identify the cohort, monitor their progress and lead the whole school in supporting the most able students
- Director of Teaching and learning – to provide professional development and training focused upon stretch and challenge
- Year Group Mentor – to meet regularly with their most able students, monitor their progress and offer enrichment opportunities
- Progress Manager – to monitor the progress of the students, action intervention as necessary including parents in the process
- Form tutor – to mentor the student including termly active mentoring
- Subject Leaders – to monitor the most able within their subject ensuring that all students are stretched and challenged
- Class teacher - to monitor the most able within their class ensuring that all students are stretched and challenged
- Lead teacher CEIAG – to provide appropriate information relating to next steps including Russell Group Universities
- Parent – to work with their child at home offering support, guidance and enrichment opportunities
- Student – to actively seek stretch and challenge both within and without the classroom

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