



Most Able Policy

Aim of The Langley Academy

To provide unique and enriching opportunities for all

Policy Aim

- To outline how the Langley Academy defines 'Most Able' students' (MAS)
- To identify Most Able categories and how students fit into each category
- To set out the Academy's provision for 'Most Able' students'
- To outline the systems in place for monitoring, evaluation and celebration of 'Most Able' students

Principles

The Langley Academy aims to provide an environment which encourages all students to maximise their potential and to provide teaching which makes learning challenging but accessible.

In the light of these aims we need to ensure that we make provision to develop the needs of students who display marked aptitude and talents.

We strive to ensure that all students are enabled to develop their aptitudes and abilities through a culture of teaching that promotes mastery, provides choice and engages students in independent problem solving.

Definitions

Most Able Classroom (MAC)- To ensure we are providing appropriate levels of challenge for all students, staff identify and nominate their top 10% of learners in each class (regardless of set). All lessons are to be pitched for that 10% and then differentiated to ensure understanding of all students. At times this may mean working beyond key stage expectation.

Most Able Faculty (MAF) – Students that have been identified and nominated as having marked aptitude or talents within the faculty (this should represent 10%)

Most Able Academy (MAA) – Students that have been identified on the basis of being an all-rounder. Most Able Academy students are identified as being MAF in 5 or more subjects or through displaying exceptional aptitude through reliable data. This will reflect 10% of students in each year group. Data from previous testing can also inform this identification even where subject nomination is not apparent.

Identification

All Heads of Faculty in collaboration with classroom teachers are asked to nominate students they consider to be MAF. This should be complete by the end of the first half term and entered in sims. These students will have a marked aptitude or talent in one or more of the subject areas within the faculty.

Each subject will have its own specialist criteria for judging student abilities. The following performance measures will aid identification:

- Cognitive ability tests
- Baseline data
- Information from previous schools
- Classroom observation
- Teacher assessment
- Standardised score

Students identified as Most Able in 5 or more faculties will be registered as **Most Able Academy** (MAA). Raising standards leaders (RSLs) will identify and track this cohort in their year group.

Provision

All teachers are responsible for Most Able Classroom provision. Lessons pitched to the Most Able students will be planned, delivered and evaluated for progress daily. Teachers will firstly identify, monitor then intervene where it is evident MAC students are failing to meet flightpath expectation. Provision for MAC may involve teaching beyond key stage expectation.

Heads of Faculty (HOF) in collaboration with relevant members from the PED group, Museum learning team and other coordinators will contribute to the provision for the **Most Able Faculty** nominated students. This may take the form of:

- Enrichment opportunities within school, locally, regionally and nationally.
- Opportunities and encouragement to become involved in whole school activities.
- Access to a range of resources to support their areas of interest and expertise.
- Evaluation of subject nominated students to plan for improvement.

The challenge co-ordinator will contribute to the provision for the **Most Able Academy** students. This may take the form of:

- Coordination and promotion of enrichment/extension activities including trips and visits.
- Monitoring the quality of teaching, learning, assessment and curricular provision.
- Focus groups to encourage independence, transference and metacognition.
- Contributing to the Academy quality assurance processes e.g. data analysis, progress for all, observation programme.

Coordination and responsibilities

Ensuring that our Most Able students are receiving effective provision, making expected progress and reaching their full potential is the responsibility of all staff. Further responsibility to coordinate and ensure effective provision can be defined by:

HOF/RSL:

- Identify, monitor and update and ensure registers are provided on SIMS for each year group.
- Coordinate and provide enrichment activities.
- Track progress against expected outcomes.
- Through the work of the Challenge Ped group development of teachers' pedagogy to support the use of a range of strategies to provide for Most Able students in the classroom and that first-wave interventions are in place and embedded.

Challenge Coordinator:

- With Vice Principal Teaching & Learning, ensuring that Academy systems for identification are communicated and completed by an agreed date.
- Liaising with HOF/RSL's/and or MA Reps to promote provision and enrichment opportunities for identified students.
- With Vice Principal Teaching & Learning and the Teaching and Learning Team, contribute to planning so that the Academy's professional development programme includes relevant aspects of provision for MA students.
- Engage in coaching techniques to support staff where necessary.
- Coordinate with the Leadership team and MA Reps appropriate monitoring and intervention.
- Feedback to the Directorate provision, achievement and reflection on systems and data.

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