

**Honiton Community College
Academy Trust**



This Policy was adopted by the Governing Body of
Honiton Community College Academy Trust
on 24th May 2017
and will be reviewed annually.

MORE AND MOST ABLE POLICY

Introduction

This policy defines More and Most Able students at Honiton Community College, and outlines the provision set out for them. Honiton Community College More and Most Able Policy is driven by whole college improvement plans, and informed by national policy guidelines.

Honiton Community College welcomes students with a wide range of abilities, each perceived to be a unique individual with great potential. The ethos of the college is to provide a secure, yet challenging, educational environment which stimulates the development of all students and enables them to maximise their potential. It is recognised that within this college there are students of high ability and they have requirements which need to be addressed by the college. The college believes that every student is entitled to an education that is appropriate to his or her needs, and that success should be fostered at every level. Every student deserves the right to reach their full potential. More Able students require challenge, extension and enrichment in order to do so. Working with students and parents/carers is key to its success; therefore we endeavour to ensure that parents/carers are made aware of the steps taken to support their child.

Defining More Able Students

OFSTED defines 'More Able' students as those with Level 5 in English and Maths in KS2 tests. These KS2 measures indicate likely performance at KS4/GCSE. They are clear, universal measures from which to benchmark student progress from KS2 to KS4 in Secondary Education. The percentage of More Able students will vary from one cohort to another.

Identifying 'Most Able' students at Honiton Community College

Students with high levels of ability (More Able) and are also capable of high levels of performance are classed as Most Able. On entry these students are placed on the 'Most Able Register' if they match the following criteria:

- Midyis / CATS standardised score of 120+ placing them in the top 10% nationally.
- Prior Attainment KS2 Test Scores giving them a L5a or L5b – currently, these students will be expected to achieve A/A* grades at GCSE (or 8/9 on the new 9-1 system).
- Primary school information - significant evidence base to show their cognitive abilities.

Talented Students

- These students are identified by subject departments using clear identification criteria
- Primary school information
- Evidence provided by parents

The CreATE and PE departments will maintain their own registers. Students may move on and off the registers when they are reviewed.

Departmental Specific Most Able registers

Departments have their own subject specific criteria for identifying Most Able students. All Departments also maintain their own registers that identify students who are not on the whole college More Able register. These include students who did not achieve the criteria outlined in '**Identifying "Most Able" students at Honiton Community college**', but securely and consistently demonstrate a strong aptitude for the subject.

Curriculum Provision

The college aims to provide a curriculum that meets the needs of More Able, Most Able and Talented students. It is a core role of Subject Leaders, Heads of Learning and the Most Able Coordinator, to ensure that appropriate provision is made for these students, and that it is explicit in Schemes of Work and Departmental Development Plans.

Moreover we will endeavour to provide experiences within the classroom that are enjoyable, challenging and enriching. Acceleration, extension, enrichment, differentiation, teaching thinking strategies, problem solving, independent research and reasoning skills are some of the strategies that may be used to provide further challenge for More and Most Able students. It is important that students are provided with learning challenges that are appropriate for their ability and are not, simply, given more work.

Enrichment and Extra-Curricular Activity

Each department provides an extensive range of opportunities to extend learning and opportunities beyond the classroom environment. Increasingly, we are looking to develop the character traits in our students that are known to lead to academic success.

A broad programme of enrichment activities is available to our More, Most Able and/or Talented students, through which they can challenge their capacity for work, grow their resilience and crucially, broaden their horizons.

Where relevant and possible the college will make use of the knowledge of visiting experts and encourage our Most Able to look beyond the college walls for access to specialist knowledge.

Monitoring and Support

- Most Able students are expected to achieve significant, measurable improvement in their attainment (currently A/A* or 8/9 on the new 9-1 system).
- Most Able students are to be actively engaged in the target-setting process and have plans in place to help them reach their goals.
- Most Able students need specific support and guidance to ensure that they have high aspirations, are well motivated and have high self-esteem and confidence.
- Most Able students not making expected rates of progress are to be mentored. A More Able Intervention Plan would be implemented and regularly reviewed.
- Most Able students who also generate Pupil Premium Funding, due to disadvantage, are to receive appropriate support to raise aspirations.
- Most Able students will be involved in peer work scrutinies, by year group, to give them a voice and identify specific aspects of learning/experience that can be improved.