



MONK'S WALK
SCHOOL

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Most Able Policy

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Responsible member of SLT: Ben Farlow

Monk's Walk is an all ability 11 – 18 comprehensive school.

Monk's Walk School's Most Able Student policy

Purpose and Rationale

Our purpose is to ensure that all students develop the knowledge, skills and confidence to achieve their individual potential and to contribute to wider society; specifically we endeavour to ensure that the most able students are able to attain the highest standards of education.

This policy, although aimed specifically at the most able, is intended to be inclusive in its nature, recognising the ethos of the school and our motto 'Excellence for all'. We recognise the intrinsic value of each individual and have high expectations for all. The most able policy is consciously aimed at raising achievement throughout the school as well as meeting the specific needs of the most able.

This means that students who have high achievement prior to their time at Monk's Walk should be nurtured to continue their development. Equally, we recognise that achievement is connected to long-term effort and so is not a fixed quality that students are endowed with, as such all students should be given the opportunity to become one of the most able in their cohort during their time at Monk's Walk.

Provision for most able students is the responsibility of all members of staff at Monk's Walk School; by raising the achievement of the more able we aim to raise the achievement of all children within the school.

Classification

Following the principles outlined above, we will make provision for two specific groups of students; the "High Starters" and the "High Performers". The strategies to identify and support these students are outlined below however, it must be noted that there will be different criteria when identifying "High Starting" and "High Performing" Pupil Premium students. These are outlined separately below alongside additional provision for the identified individuals.

Who are the "High Starters"?

The Ofsted report "The most able students" (June 2013) and its update in 2015 highlighted that many students who obtained strong results at primary school do not go on to make similar progress in secondary school. At Monk's Walk we will make every effort to ensure that students are supported and challenged to continue the progress they have made.

Pupils who, score in the top two deciles (a scaled score over 110) in both English and mathematics at Key Stage 2 will be the "High Starters". "High Starters" represent approximately 20% of our cohort group.

Who are the "High Performers"?

Achievement over time is not easy to sustain and is more a function of effort and ambition than an innate ability that students possess; we will recognise these student "High Performers". This group of students will initially be those with an average CATs score of 120 or more. This process may identify students who have underachieved at Key Stage 2. Any individual who is not a "High Starter" based on Key Stage 2 prior attainment but attains the "High Performers" standard will be added to the "High Starters" group.

The High Performers will not be a fixed list of individuals, instead it will be held by the Most Able Co-ordinator who will review it annually taking into account:

- ongoing progress across all subjects
- attitude to learning; and,
- referrals from subject teachers

The review will allow students who demonstrate exceptional achievement later than their peers to join the group, but also to emphasise that those with poor attitude to learning will see their progress slow and so will be removed from this group.

The “High Performers” will be a smaller group than the “High Starters” but at its core it aims to recognise that exceptional achievement comes as a result of continuous hard work. This supports research which suggests that praising students for their hard work which leads to great results is better than simply praising results.

Provision for “High Starters” and “High Performers”

- Staff will be made aware of the “High Starters” and “High Performers” within each of their teaching groups through context sheets to ensure that they are able to take their needs into account when planning lessons.
- Heads of Department will be asked to dedicate department time to ensure that all staff are making adequate provision to enable students to achieve the highest grades within their Key Stage.
- INSET time will be used to provide staff with an opportunity to learn about, plan for and share good practice on challenging and supporting students to achieve the highest grades.
- Staff are required to complete ‘Access to Learning Maps’ as part of their planning for all lessons. These identify students’ needs and outline how the teacher plans to meet them and include the required categories of “Most Able” and “Under Achieving”, it is expected that all students identified in this policy so far will be included in one of these two categories.
- Individual students may be particularly skilled at one subject; however, this may not enable them to be identified more broadly as a “High Starter” or a “High Performer”. These students should be added to the “Most Able” section of the access to learning map for that subject and must be planned for as appropriate.
- It is anticipated that students identified on access to learning maps as “Most Able” will be expected to complete either an enriched or accelerated programme of learning to deepen their understanding of their subjects and maximise their chances of obtaining “Exceptional Progress” in their Key Stage.
- “High Starters” are given challenging progress targets with the expectation of progress in line with FFT20 target grades (performance in line with top 20% of students nationally with similar starting points) from Key Stage 2 to Key Stage 4.
- The progress of “High Starters” will be monitored throughout their time at Monk’s Walk with teachers, Heads of Department and a nominated member of the Senior Leadership Team tracking their progress at a variety of levels and intervening if necessary.
- Supplementary programmes will be provided for the “High Performers” to enable students to interact with their academic peers (e.g. residential programmes and summer schools), to promote academic rigour and intellectual challenge in specific curriculum fields (e.g. The Brilliant Club) and to provide opportunities for critical analysis and to emphasise high order thought process (e.g. Study/Thinking Skills programmes).

Key Stage 5

At Key Stage 5 a new group of “High Starters” will be identified based on their GCSE Average Point Score. Following the model in earlier years we will target the top 20% in a similar way to Key Stage 3 and 4. There will be some flexibility at this point to reflect the specialism in the choice of subjects that students study at Key Stage 5, additional students may be identified in consultation with the 6th form leadership team. The provision at Key Stage 5 will be the same as above however, in addition to this we will:

- Place identified “High Starters” in the same tutor group enabling them to receive differentiated mentoring from their tutor as well as encouraging them to work with their academic peers.
- Provide access to Oxbridge programmes; helping students to find and apply for courses at the best universities.
- Allocate additional dedicated time for targeted mentoring sessions with specifically selected members of the Sixth Form Team.
- Provide an enhanced extra-curricular programme including mock interviews, support applying to Russell Group institutions and other student led programmes and clubs.

Pupil Premium “High Starters” and “High Performers”

It is important to recognise that, for a range of different reasons, the Most Able Pupil Premium students are less likely to fulfil their potential at the end of Key Stage 2. As such, a broader set of criteria will be used to identify Pupil Premium High Starters, the threshold will be top two and a half deciles (a scaled score over 105) in both English and mathematics.

In order to help support these students we will offer the support above, but in addition to this we will offer:

- 1-1 tutoring for students at Key Stage 3 who are not making expected progress, even if they are above key benchmarks.
- Automatic enrolment on and payment for aspirational activities such as The Brilliant Club, as well as asking departments to proactively attempt to get these students involved in curriculum enriching trips.
- All revision guides and materials in the lead to key exams will be provided by the school.
- Mentoring to be provided to targeted Pupil Premium students to help with organisation, aspiration and preparation for the future.
- Due to the fluctuating nature of their performance, middle leaders will be asked to provide a degree of positive discrimination when setting pupil premium students.

These actions are not a comprehensive list of all support available to Pupil Premium students, merely a subset of them which are particularly pertinent to the Most Able students. For a full description of the support provided to all Pupil Premium students, including additional strategies used with the Pupil Premium Most Able, please refer to the school’s Pupil Premium Policy.

Related Policies

This Policy should be read in conjunction with the school’s Equality Policy, Teaching and Learning Policy, Curriculum Policy, Pupil Premium Policy and Assessment, recording and reporting Policy.