



MOST ABLE STUDENTS POLICY

Date of Last Review: December 2017

Date of Next Review: November 2019

Responsibility: Mr M. Naylor

Advisory Body Signature:

Introduction:

Education in The Ravensbourne School provides for students of all abilities. Students deserve an education that encourages them to achieve their full potential as well as rewarding and recognising achievement in its many forms.

The curriculum and organisation of the school will allow each student to learn at a pace that is appropriate for them. We have a clear responsibility to engender high aspirations and equip our students to achieve their potential without limits.

The vision for “more able” students at The Ravensbourne School is one of ensuring that every pupil with the inherent ability to exceed “normal expectations” is recognised at the earliest opportunity and that every possible measure is taken to ensure they achieve above their expected outcomes.

Ofsted definition: Ofsted explained that there is not a national definition for ‘more able’ students. However, that ‘more able’ is often defined by a pupil's prior attainment. In secondary schools, students who achieved 110 or above on their scaled scores in KS2 assessments in English and/or Mathematics may be defined as 'more able'.

The Ravensbourne School recognises the need to identify a cohort of talented students in the practical subjects of Art, Music, Drama, Dance, Design Technology and PE and these students are included in all support programmes but we consider the “more able” students to be students who achieved 107 or above on their scaled scores in KS2 assessments in English and/or Mathematics.

A trajectory of progress (flight path) is mapped out for all students based on all students being targeted to achieve 4 levels of progress from their KS2 scores. As a minimum, therefore, all our identified “more able” students are now expected to aim for 7+ grades in the majority of their subjects.

Aims:

- Identification of “more able” on entry to The Ravensbourne School and ensure they reach their full potential.
- To provide a flexible learning curriculum which meets the needs of all students, including the “more able.”
- Assigning students to a challenge programme that recognises and rewards achievements within a school or extra-curricular context.
- To provide extra-curricular activities which provide enrichment opportunities to extend and challenge students.
- To ensure that teaching and learning strategies meet the needs of all students including the “more able”, and that all lessons are clearly differentiated by outcome as well as activity as referenced by our non-negotiables in the teaching and learning policy.
- To ensure that all students have the highest aspirations and that academic success is always celebrated.
- To ensure “more able” students match and exceed target grades and to diminish the difference between “more able” and “more able” disadvantaged students.

Implementation:

The provision for the “more able” is viewed as the responsibility of all members of staff across The Ravensbourne School. All provision is overseen by a designated member of SLT. Across the school we use a variety of strategies including:

- Assigning students to a challenge programme that recognises and rewards achievements within a school or extra-curricular context.
- Recognition that “more able” students require appropriate differentiation, this is built into our non-negotiables.
- Develop a robust and rigorous curriculum with all departments basing schemes of work and progression pathways on key stage 2 programmes of study. These are based on The National Curriculum and consultation with our feeder primary schools.
- Embed challenge tasks in all schemes of work across all departments to extend and challenge our “most able”.
- The graduation programme to allow key stage 3 students to graduate with honours into key stage 4.
- Staff training and awareness.
- Continued parental contact and engagement.
- Continued use of tracking system to highlight more able or talented students at risk of underachieving.
- Implement intervention methods where necessary.
- Use of progress board meetings with parents and pastoral teams.
- Build greater relationships with feeder primaries to identify most able students ideally before arrival at The Ravensbourne School.
- Continue to implement enrichment/extension programme.
- Continue to implement opportunities/activities outside the school environment.

Monitoring and evaluation:

Whole School:

At The Ravensbourne School there is a named teacher (More Able Lead Teacher) who has overall responsibility for the co-ordination of “more able” student provision; as such, the named teacher is responsible for monitoring and evaluating and reporting to the Deputy Head teacher Achievement and Progress:

- The effectiveness of the activities at school level.
- The effectiveness of the activities linked to outside agencies.
- The support provided to teachers and students to set the highest expectations of achievement for the selected students.
- The effectiveness of tracking the achievement of groups and/or individuals. Students are monitored, tracked and intervention is put in place where necessary for those students not making the required progress.
- Overseeing the organisation of progress board meetings where required.
- The implementation and progress of subject specific policies and activities, monitored through departmental feedback and records.

- The monitoring of departmental records.
- Training through INSET for departments.
- Analysing whole school data outcomes including “more able” student outcomes and drafting the “more able” development plan annually in response to this.
- “More able” discussions will form part of the strategic self-evaluation activities carried out by Governors and a specific “more able” governor.

Departmental:

At The Ravensbourne School each department is responsible for monitoring and evaluating:

- The implementation and progress of subject specific policies and activities within schemes of work and after school activities.
- Monitoring the achievements of groups and/or individuals.
- Maintaining up to date records of identified students and attendance at extra curricular activities.
- Informing the Deputy Head teacher in charge of the “more able” of identified students, progress and departmental activities.

More Able Lead Teacher:

At The Ravensbourne School there is a More Able Lead Teacher who is responsible for monitoring and evaluating:

- The achievements of groups and/or individuals.
- Meeting and acting as a first ‘port of call’ for identified students.
- Maintaining up to date records of identified students.
- Informing the Deputy Head teacher in charge of the “more able” where further intervention is required.

Policy Review:

The policy will be reviewed regularly as part of the general policy review cycle (see front cover of policy).