



## The Hessle Academy Highly, Most Able and Talented Learners Policy

### **Effective Date:**

February 2015

### **Date of minuted approval by the Board of Governors:**

1 May 2019 (HHS) and 9 May (PPS)

### **Review Committee:**

Local Governing Boards

### **Review Date:**

May 2021

### **Owner(s):**

Headteacher

### **Policy Rationale/Aims**

The Governors, Senior Leadership Team (SLT) and staff recognise that all learners have individual abilities and talents and we are committed to meeting all of their needs. We believe in a broad and balanced curriculum that challenges all learners to reach their full potential.

This approach is reinforced through rigorous assessment and high classroom standards. We aim to raise achievement of More Able and Talented learners through recognition, identification, mentoring, acceleration, enrichment and extension opportunities. We aim to raise their expectations, establishing an inclusive and positive school ethos where diversity is valued and learners feel proud to achieve highly.

### **Aims**

- to identify potential in our learners
- to monitor learning progress to identify underachievement and exceptional achievement
- to ensure high quality teaching in order to stretch and challenge learners to meet their potential
- to ensure a personalised approach suitable to specific needs
- to ensure learners have high expectations and ambition
- to ensure learners of all backgrounds are able to access enrichment provision through use of Pupil Premium funding where appropriate
- to ensure cross phase transition enables early identification of Most Able and Talented learners
- to deliver cross phase enrichment and teaching which drives ambition in our learners
- to offer stretch and challenge to learners of all abilities but especially to provide opportunity for high order thinking to the More Able.

*1 "Many of our Most Able learners come from homes where no parent or close relative has either experienced, or expects, progression to university. Schools, therefore, need to engage more effectively with the parents or carers of these learners to tackle this challenge."*

***Ofsted: The Most Able Learners: June 2013***

## Definitions

We accept the following definitions within the work of the schools

- 'Highly able' learners are those who attain a Standardised KS2 Test Score of 106 or above (approximately 34% of students nationally).
- 'Talented' learners are those who display abilities in sport, music, design, creative or performing arts
- 'Most Able' learners are those who attain a Standardised KS2 Test Score of 115 or above (approximately 16% of students national) and, at PPS, have achieved the 'mastery' levels and beyond.

## Identification

- identification will be two-fold; potential and realised. Potential ability will be measured by CAT testing (Cognitive Abilities Test) in Year 7. Realised ability will be measured by performance testing, from Year 1 to Year 13, alongside teacher nominations for those who demonstrate particular subject talents.
- Children are also on the register if they achieved GDS (working at a greater depth within the expected standard) or equivalent at KS1 and these learners will remain on the list for the duration of their time at school
- the identified Highly able group will typically make up approximately 40% of each school cohort across the Academy
- identification procedures also include:
  - FSP (Foundation Stage Profile) score at the end of Early Years Foundation Stage (EYFS)
  - Key Stage 1 Statutory Teacher Assessments
  - Key Stage 2 Teacher Assessments and formal Non-Statutory Assessments
  - SAT (Statutory Assessment Test) Significantly above national expected progress scores Key Stage 2 (Year 6); in English, Maths and Science
  - CAT (Cognitive Abilities Test) scores for learners (Years 7-11)
  - Key Stage 1 and 2; learner profiling from feeder settings/primaries
  - Key Stage 3 Teacher assessments (Year 7 and 8)
  - Key Stage 4 Teacher assessments (Year 9, 10 and 11) – students forecast to achieved Grades 8-9
  - GCSE results (Year 11); Attainment 8 Score above 70
  - AS Level results (Year 13); A\* or A grades
  - teacher nomination (Years 8 to13) evidence collected
  - parental nomination (Talent only) evidence collected

## Support and Provision

- all subject teams/phases throughout the Academy have clear procedures and provision for Most Able and Talented students in all schemes of learning where planning for accelerated progress is evident. Each scheme of work will provide opportunities for learners as well as identified teaching and learning styles / strategies to challenge them
- all staff will be aware of the Highly and Most Able and Talented learners in their teaching groups
- learners with high CAT scores in one battery, but weaknesses in others may need additional support

- each learner's attainment will be tracked at every LPS (Learning Progress Summary) cycle and any underperformance will result in follow-up action; target setting and mentoring, individual and/or whole class acceleration is provided where this is both appropriate and beneficial to learners
- lesson planning will ensure that in all classes, teaching should enable the highest ability learners in the group to make progress. Highly and Most Able Learners will, therefore, have access to the highest levels of challenge
- a thorough programme of enrichment activities is in place, run in-house during term and non-term time, and within and outside of lesson times. These provisions are funded and supported by the Academy

### **Monitoring and Evaluation**

At Penshurst Primary School the accountability for the progress of the Highly and Most Able learners is the responsibility of the class teacher who is supported by the Assistant Head. Class teachers account for the progress of this 'group' of learners in termly Pupil Progress Meetings.

At Hesse High School and Sixth Form College Subject Leaders are accountable for the progress of the Most Able and are expected to report on this within termly Self Evaluation Meetings.

At Local Board Meetings the SLT will provide accurate and rigorous reports of the progress of the Most Able learners to the Governors of each phase.