

THE HESSLE ACADEMY
Highly and Most Able and Talented Learners Policy



**THE
HESSLE
ACADEMY**

Effective Date:
February 2015

Date of last minuted approval by the Board of Governors:
14 December 2021

Review Committee:
Local Boards

Next Review Date:
December 2023

Owner(s):
Assistant Headteacher – Standards (Secondary)
Head of School (Primary)

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 the 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 appropriate¹
- 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

At Hessle High School:

- 'Highly able' learners are those who attain scaled scores of 110+ in reading, spelling, punctuation and grammar and maths.

- 'Talented' learners are those who display abilities in sport, music, design, creative or performing arts
- 'Most Able' learners are those who attain scaled scores of 115+ in all of reading, spelling, punctuation and grammar and maths.

At Penshurst Primary School:

- 'Highly able' learners are those who are working above ARE and achieving GDS in their year group objectives
- 'Talented' learners are those who display abilities in sport, music, design, creative or performing arts
- 'Most Able' learners are those who are working significantly above ARE in their year group, have achieved GDS and are working towards the next year groups expectations Identification
- identification will be two-fold; potential and realised. Potential ability will be measured by CAT testing (Cognitive Abilities Test) at KS3 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
- learners who achieved GDS or equivalent at KS1 will remain on the list for the duration of their time at school
- identification procedures 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 (Scholastic 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); one or more SAS (Standard Age Score) of 120 or above.
 - Key Stage 1 and 2; learner profiling from feeder settings/primaries
 - Key Stage 3 Teacher assessments (Year 10 and 11); Projected Grade 8-9
 - GCSE results (Year 11); P8 Score of 0.9
 - AS Level results (Year 13); A* or A grades
 - teacher nomination (Years 8 to 13) 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 learning 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 Able and Most Able and Talented learners
- learners with high CAT scores in one battery, but weaknesses in others may need additional support
- 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 within the termly Pupil Progress Meetings.

At Hessle High School and Sixth Form College Subject Leaders are accountable for the progress of the Highly and 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 Highly and Most Able learners to the Governors of each phase.