



Academically More & Most Able Policy

Vision:

Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.

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Approving Body	ESLT
Signed	

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1) Introduction

At The Sir Donald Bailey Academy, we provide outstanding 'personalisation' of learning for our children by providing low class sizes and ability setting our children from year 1 onwards. As an academy, we invest £300,000 per year to achieve this, which constitutes a significant percentage of our Pupil Premium income.

Provision for our 'more' and 'most' able children is an integral part of the whole school teaching programme. The purpose of this policy is to ensure that we recognise and support the needs of these children according to national guidelines.

The Department for Education no longer uses the term 'Gifted & Talented', but does recognise the needs of academically **more** able pupils. They advise schools to 'decide how best to cater for these pupils, while ensuring the needs of all pupils are met.'

Ofsted, in their latest inspection handbook, say 'inspectors will pay particular attention to whether the **most** able pupils are making progress...'

As an Academy, we have reviewed all the current guidelines and have chosen to adopt the following terms to distinguish the children referred to in this policy:

- Academically '**more**' able children refers to a child who entered the year group or key stage above the national expectations in English or mathematics.
- Academically '**most**' able children refers to a child whose ability in English or mathematics is **significantly** above that of their peers.

We no longer put a target on the number of children we think would be identified under each category. However, currently, around **20-30%** of our children are identified as academically **more** able and **2-3%** identified as **most** able across the Academy.

2) Identification of Academically More & Most Able

We use a range of ongoing strategies to identify our more and most able children. This process begins when the child joins our school. For some children we have pre-school records which gives details of achievements and interests of particular areas. Discussions with parents and carers enables us to add details to these records.

All children undergo assessments after joining our Foundation Stage. This gives us information about the child's skills and aptitudes across several areas of learning. We discuss each child's profile with the parent, and use this information when planning for individual provision.

The Academy's identification of more able pupils will be informed by ongoing assessment in the foundation stage and termly assessment in years 1-6. The criteria for the identification of **more** able pupils is as follows:

Year Group	Assessment Result
F2	3 (Exceeding) in either reading, writing or number
Y1	A (advanced) in either reading, writing, maths or SPaG
Y2	GDS in KS1 SATs in reading, writing or maths
Y3	A (advanced) in either reading, writing, maths or SPaG
Y4	A (advanced) in either reading, writing, maths or SPaG
Y5	A (advanced) in either reading, writing, maths or SPaG
Y6	A (advanced) on entry to Y6

The identification of our **most** able pupils is informed by both assessment and observation. If a child is identified as more able and their attainment is **significantly above that of their peers**, then the pupil may be classed as **most** able.

3) Procedure for Identifying Most Able Pupils

If a child is identified as more able and their attainment is **significantly above that of their peers** then the class teacher, in the first instance, must seek the advice of their year group leader in identifying the child as **most** able. If the year group leader is satisfied that the child's ability is significantly above that of their peers **and** additional provision is required to meet the child's needs, then the child should be referred to the designated member of the school's leadership team (Mr Macintyre). The designated member of the leadership team will collate any necessary information and make the final decision on whether or not to identify the child as most able.

4) Provision for More Able Pupils

The needs of our more able pupils is met through the trust's commitment to personalisation. Children will have individual targets set for them each year, based on both their prior attainment and a commitment to achieving progress that is in the top 1% for schools.

Children are set by ability and work within these sets is carefully matched to the individual child's ability. These sets are fluid and reviewed on a regular basis.

The progress of our more able pupils is monitored carefully each term and pupil progress meetings are held with individual teachers to discuss any child not making the progress expected of them.

Attainment and progress data is shared bi-weekly at the Principal's Forum, where trends are carefully monitored and acted upon. This information is shared with the board of trustees on a termly basis.

5) Provision for Most Able Pupils

Children who are identified as most able will be provided with an Individual Challenge Plan (see appendix I). They will also be added to a register of most able pupils.

The plan will include information about the provision provided to date, along with individual targets for the child over the academic year, split into each term.

The plan will be completed by the child's class teacher with the help of the relevant year group leader and, if required, the designated member of the leadership team (Mr Macintyre).

Parents will have an opportunity to contribute to the plan and are required to sign a copy to confirm they have read and understood the provision that is planned for the year.

6) Involving Parents/Carers

Communication with parents is paramount and is an embedded part of the process of identifying and supporting our academically more able and most able children.

Regular discussions take place between the class teacher and the parent/carer, either through parents' evening or during other meetings before or after school. Parents are notified when their child is identified as most able and placed on the register. Staff work with together with parents/carers to identify appropriate provision to ensure that the child is being adequately challenged, so they remain motivated in their learning through the Individual Challenge Plan (Appendix I).

Staff in school work closely with carers to signpost them to appropriate extra-curricular activities. Home learning is appropriately planned to meet the individual needs of all children.

7) Monitoring & Review

There is a nominated leader, currently Jamie Macintyre, who, with support from the Principal and other senior leaders, co-ordinates the provision and practice within the school for academically more able and most able children. This role includes:

- running a register of academically most able pupils;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by higher achievers;
- regularly reviewing the teaching arrangements for these particular children, monitoring their progress through termly discussions with teachers, lesson drop ins and data analysis;
- supporting staff in the identification of these children and on teaching and learning strategies;
- liaising with parents on related issues.

Our nominated leader for co-ordinating the provision of more and most able children provides feedback to both the Principal's Forum and Board of Trustees. The monitoring can include feedback from parents and children and classroom observations of teaching and learning.

This policy will be reviewed annually along with other policies that fall under the category of 'inclusion'.

Individual Challenge Plan for Identified Academically Most Able Pupils



Pupil's Name:		D.O.B.		Class:	
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Areas of ability:	Record of Provision (to date):	Targets this year:

Planned Provision for current academic year: (In school and external activities, including extra-curricular and the use of specialist services and support)	Autumn Term	Spring Term	Summer Term

General :

Signed:	(pupil)	(teacher)	(parent)
Date:			

