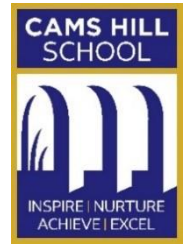


CAMS HILL SCHOOL
'MOST ABLE' CHILDREN POLICY



Non-Statutory

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Provision for the Most Able Pupils at Cams Hill School

Beliefs and Values

At Cams Hill School we value all children as individuals with unique talents, skills and abilities. We are committed to supporting all children to do their best through academic, artistic and sporting achievements. We place special emphasis on academic achievement because this is where we believe we can make the greatest contribution to the life of the child.

Within this context we recognise that some very able pupils will have educational needs above and beyond the mainstream curriculum opportunities offered by the school.

Background

This policy is intended to provide a guide for staff, governors, parents, carers and pupils to the provision for those pupils in our community who are identified as most able.

Within the timetable are various devices and components which assist personalisation and flexibility for 'most able' pupils, eg Separate Sciences provision in Key Stage 4.

There is a well-developed programme of curriculum enrichment as well as extra-curricular clubs, trips and activities offered, designed to specifically target the needs of most able pupils across the curriculum, eg Years 6-8 Sustainability Project, UKMT Maths challenges, Tech Deck Education Centre, IBM Blue Fusion, Science Live.

Cams Hill School is also committed to support most able pupils participating in local, County and National initiatives where appropriate.

Most Able Policy

The progress of the most able pupils significantly exceeds age related expectations; it is crucial that these pupils fulfil their potential.

Aims for Most Able Pupils

The school aims to provide:

- an entitlement to an appropriate education;
- opportunities to work at higher cognitive levels;
- opportunities to develop specific skills and talents;
- support for the whole child.

"Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different" Professor Deborah Eyre, 2001, director of National Academy for Gifted and Talented Youth at Warwick University

The school has an identified coordinator and strategic lead for most able pupils. The quality of provision is monitored through the Governor Curriculum Committee.

Identification and Monitoring Schemes

Transfer information from Primary Schools is available, the Most Able Coordinator and Head of Year 7 regularly liaise with primary colleagues so that pupils identified in KS2 can be provided for on entry to Cams Hill School; however, as different children grow, progress and develop at different rates, it follows that identification as most able is something that should be regularly reviewed during a pupil's school career.

At Cams Hill School the cohort of most able pupils is identified using multiple criteria and sources of evidence. The thresholds for these criteria may vary from year to year. We also look beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum.

At Cams Hill School we monitor our cohort of most able pupils on a regular basis and this generates input into academic mentoring as well as instituting individual provision maps for pupils not making expected progress. The Most Able Coordinator is responsible for liaising with Curriculum Leaders to support their monitoring of the progress of the most able pupils in their subject area. As a consequence of this regular monitoring and review, the cohort of children identified as most able may change over time.

The school's Most Able Register is used to inform teaching staff, pupils and parents/carers. The register is mapped against the social and economic composition, gender and ethnicity of the whole school population.

Curricular Provision

We believe the development of the whole child to be paramount. The working environment of the most able pupil will therefore normally be with pupils of the same chronological age who are at a similar level of social and emotional development; however, there may be opportunities for working with able pupils of different age groups on defined tasks, and especially in extra-curricular activities.

Some subject areas within the school choose to teach groups which are set by ability. As a school we promote each department across the curriculum having their own Most Able Policy for provision within their subject. In addition, other departments support the talents of pupils, eg Drama, Music and PE and these areas offer a range of activities which extend beyond the normal curriculum.

Departments have primary responsibility for monitoring the progress of pupils identified as most able and ensuring that they are achieving their potential. The progress and attainment of most able pupils is analysed as part of the Departmental SEF and discussed with line managers at Annual Review Meetings. Middle Leaders are encouraged to report any concerns regarding the progress of most able pupils to the coordinator.

In-Class Approach

The appropriate in-class approach to the needs of the most able pupils is determined by the curriculum area and is described in detail in that area's policy documentation. Approaches may include:

- enrichment/extension work;
- working with others of like ability on a particular task/assignment;
- differentiated tasks within the class;

- differentiated homework;
- giving pupils greater responsibilities for learning outcomes.

Out-of-Class Activities

Cams Hill School offers a wide range of extra-curricular activities to pupils of all abilities. These include sports clubs as well as drama, art and music groups. There are also opportunities to take part in speaking competitions and other academic challenges, and there may be occasional withdrawal to work in different contexts. Some of these activities are directed specifically at the most able pupils, who are encouraged to take part by their teachers.

Coordinating and Monitoring Progress of Most Able Pupils

Most Able Coordinator

The Most Able Coordinator's responsibilities include:

- the formulation and revision of school policy and liaison with the Strategic Lead for most able and Senior Leadership Team on matters concerning the most able;
- coordinating identification procedures and maintaining an accurate Most Able Register;
- regularly monitoring the progress of the most able pupils and instituting individual provision maps for most able pupils not making expected progress;
- to champion the needs of the most able pupils, especially those that are disadvantaged;
- advising curriculum areas on suitably differentiated learning activities and materials appropriate for most able pupils as required;
- liaison with the parents/carers of able children;
- liaison with linked educational establishments and with outside agencies.

Staff Development

The Most Able Coordinator, as well as supporting Curriculum Leaders, designs and delivers bespoke training sessions for teachers as part of their initial training as requested by the ITT coordinator.

Current links with the wider community will be developed, such as links with local secondary schools, post-16 colleges, universities and the Hampshire Inspection and Advisory Service.