



TARLETON
ACADEMY

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Most Able Policy

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INTRODUCTION

Tarleton Academy is committed to providing the best educational experience for all students. Excellence is encouraged from all, and opportunities to excel are provided for each student. Our Curriculum Statement says that: 'Our aim is to provide a broad and balanced curriculum, focused on maximising student potential and progress that allows all students to flourish and be the best they can become.' These guidelines seek to outline how we will achieve this for those students we consider to be 'Most Able', within our broad and balanced curriculum and through opportunities outside of the classroom.

IDENTIFICATION

Our aim is to build up a comprehensive picture of each student's ability by using as many indicators and as much information as possible. Identification is inclusive rather than exclusive. The identification process starts before students enter at Year 7 and continues throughout KS3 and KS4.

Initially, the 'Most Able' students will be identified using prior attainment at Key Stage Two. Depending on year of entry, this will be a level 5A SATS average in English and Maths, or in the case of students examined from 2016 onwards, an average scaled score of 111 or more.

In line with the above, a broadly holistic approach is also taken to the identification of 'Most Able' students, including some or all of the following:

- Other Year 6 transition information
- Baseline testing in school and other assessments, including end of session exams
- Teacher or faculty recommendation based on application and ability in the classroom
- Parental liaison, when a talent nurtured outside of school might go unnoticed within the immediate boundaries of our curriculum.

This leads to the creation of a 'Most Able' register, so that classroom teachers and faculty leaders are aware of the students with the highest potential within their lessons and subject areas. Attainment data is gathered and reviewed at regular intervals throughout the academic year and progress can be monitored in this way.

THE CURRICULUM

The school ethos of mixed attainment teaching advocates an approach of 'teaching to the top'. Teachers plan for and pitch their lessons to the 'Most Able' students in the class and support/scaffold as needed for middle/lower ability. All faculties and teachers have a responsibility for their learners' progress. Once a 'Most Able' student is identified staff ensure that: appropriately challenging content is made

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available through high quality teaching and learning; it is accessed by the student; and that the means of making exceptional progress are made clear.

ENRICHMENT / EXTRA-CURRICULAR

Opportunities often arise outside of the classroom, and students on the register will be made aware of appropriate extra-curricular activities as and when they occur.

Internally

Faculties run a number of extra-curricular clubs, groups and subject-specific programmes to further enhance the learning experience of 'Most Able' students. As these may change in name and nature across an academic year, students are advised to discuss with their teachers their availability. Across the academic year, opportunities for competitions will also be publicised and targeted where appropriate.

Externally

Horizon-High Performance Programme

In partnership with Runshaw College we arrange a broad spectrum of activities and visits for 'Most Able' students in years 9 and 10.

Oxford University

The Pathways Programme is an initiative coordinated in partnership with the University of Oxford. The programme provides information, advice and guidance on higher education and Oxford to our academically 'Most Able' students. A number of Year 10 students attend a taster day at an Oxford College providing the opportunity for our students to visit Oxford for a taste of what it would be like to study there. The programme includes an introduction to higher education and student finance, interactive sessions with current students, lunch served in a college dining hall, and participation in an academic activity.

Selection and attendance for these internal and external events – and others like them that run through the school year – are cross-checked against a central record to ensure they are offered to the full range of our 'Most Able' students and are therefore not just aimed at a handful of learners. We also discuss these clubs, events and competitions in terms of being for the 'able and ambitious', therefore opening the door for others who are keen to challenge and push themselves further.

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MANAGING PROVISION

The progress of all learner groups is a high priority for Tarleton Academy and the 'Most Able' are no exception. We work hard to support our staff and students with its continued success through the following:

- The 'Most Able' Champion is a member of the Senior Leadership Team and therefore drives developments and initiatives in this area through the weekly Strategic Planning Team meeting with the Heads of Faculty.
- Subject teachers are kept well-informed and in a timely fashion about able students so that teaching and learning can be pitched accordingly.
- Tutors are kept abreast of the performance of able students so that pastoral and/or academic intervention can be put in place where necessary.
- The 'Most Able' Champion and relevant subject staff keep able students informed of extra-curricular opportunities as they occur.

DOCUMENT APPROVAL	
Signed: Mr Cunniffe	Head of School