**Most Able Action Plan**

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| **Priority** | **Intended outcome** | **Staff Responsible** |
| **Schemes of Work** | Subject **schemes of work** indicate specific provision for most able pupils (e.g. higher-level content, broader topic exploration, more advanced skills, specific teaching and learning strategies, assessment opportunities) | Head of Department  Subject Teachers  SLT |
| **Lesson Planning** | Lessons are planned having taken into account most able pupils' starting points | Subject teachers |
| Activities are chosen which provide **'stretch**' for the most able in order to reach their targets (including homework) | Subject teachers |
| Most able pupils are helped to develop as **independent and resilient** learners, with opportunities to make decisions with appropriate frameworks, guidance and support from adults in the classroom | Subject teachers |
| The most able are routinely engaged in **activities which are different** from others in the class (e.g. different prompts, task focus, timescales, complexity of problem, resources, groupings, expected outcomes) and not held back through involvement in activities which they have already mastered? | Subject teachers |
| Teachers question and **monitor the progress of the most able** during lessons **and intervene appropriately** in order to offer additional guidance and stimulus to deepen or accelerate their learning? | Subject teachers |
| **Marking & Feedback** | Does the **marking and feedback** help the most able pupils to recognise their learning and progress in relation to personal targets, with clear specific advice offered in order to improve? | Subject teachers  Head of Department  SLT |
| Through activities in class and in response to marking and feedback, the most able can be **seen to make appropriate progress**? | Subject teachers  Head of Department  SLT |
| **Data Analysis** | The progress of most able pupils individually and as a group is **regularly tracked** (across all years) against targets and support is directed to address any under-achievement. | Subject teachers  Head of Department  SLT link |
| **Aspirations and Support** | Across all year groups, the **most able pupils are positive** about the quality of learning opportunities, support and guidance they receive in the subject and are they confident that the school is helping them to achieve? | Careers coordinator  Careers Lead  SLT link |
| Opportunities are provided for most able pupils of all ages (and their parents) to reflect on their **future ambitions and prospects** (including further and higher education and employment) and they are supported with the strategies needed to achieve these. | Careers coordinator  Careers Lead  SLT link |
| The most able pupils have opportunities to engage with **'experts'** in their areas of expertise and interest (e.g. older pupils, visits, visitors, master-classes). | Careers coordinator  Careers Lead  SLT link |
| **Transition** | **Before arriving** in the school, steps are taken to identify the individual strengths, aspirations, needs and potential barriers of every most able pupil. | Progress coordinator Yr7  SENCo  SLT link |
| Potential **barriers to progress** for individual most able pupils are identified and effective steps taken to overcome them. This is particularly the case at key **transition** points (e.g. when moving between year groups, key stages or schools). | Progress coordinator Yr7  SENCo  SLT link |