

Policy Title: The Most Able	Effective Date:	March 2019
SMT Member Responsible: Eugene Spiers	Review Date:	March 2021
Governors' Committee Responsible: Curriculum		

1. Rationale

The governors and staff at Sheldon School acknowledge the potential of each individual student and seek to support the most able within our school through a broad range of opportunities. In the pursuit of school-wide excellence we aim to provide opportunities for all our students to reveal, display and extend their abilities. We believe that supporting the needs of the most able students is a factor in raising the achievement of all.

2. Definitions

2.1. Most able students are:

- those who attain, or have the ability to attain, at a level significantly in advance of their year group within the school, in one or more subjects
- those who perform, contribute, design, create or produce at a level significantly above their peers in one or more practical and sporting subjects or activities

2.2. Exceptionally able students are:

- those who attain or have the ability to attain at a level within the top 1% of their year group within the school, in one or more subjects
- those who perform, design, create or produce at a level within the top 1% of their peers in one or more practical and sporting subjects or activities

3. Identification

It is our collective responsibility, and the role of individual staff members who teach or work with students, to firstly recognise students' ability and then to encourage, challenge, support and inspire them to achieve and perform to the best of their ability. Data-driven lists and registers deliver a static and process-driven model. We aim to be responsive to the changing interests and skills of students as they progress through school.

4. Provision

We aim to develop a culture of high expectations for staff and students in all key stages to ensure that there is sufficient challenge in all aspects of our curriculum and in its delivery. In order to achieve this, the following takes place:

- Well differentiated lessons that provide challenge at all levels
- Regular reviews of the curriculum to test its appropriateness
- Faculty champions appointed for the most able who meet regularly and develop annual plans that are monitored and reviewed
- Annual reviews of schemes of learning to amend provision and delivery
- Development of annual plans by year teams to ensure appropriate provision, support and celebration
- The development of CPD opportunities to help progress teaching of the most able
- Regular audits of provision across faculties and year groups
- The deployment of a 'most able' mentor to work closely with some of our most able students

- The encouragement and celebration of the achievement of the most able through assemblies, presentations, awards evenings etc.
- A wide range of enrichment and extra-curricular activities

5. Monitoring and Quality Assurance

The progress of the most able is a collective responsibility and is discussed regularly in year and faculty team meetings as well as during line management meetings between the heads of faculty and deputy head as part of the quality assurance programme.