

Bedlingtonshire Community High School

Most Able Policy



Bedlingtonshire Community High School is committed to allowing all of its students to achieve their potential. The school aims to provide an education that enables students to strive and place the foundations to promote lifelong learning. School recognises that all students, including the more able are entitled to stretch and challenge.

Rationale and aims

As part of the schools commitment to provide students with the best outcomes possible, the school strives to meet the needs of students and provide them with opportunities to be stimulated and challenged so they can achieve as well they can. School recognises the importance of identifying students who excel both inside and outside of the curriculum and aim to support them through curriculum enrichment and additional opportunities.

The school aims to:

- Identify the most able students and raise awareness and expectations of these to all staff.
- Monitor the progress of students and evaluate the opportunities available to them.
- Provide enrichment opportunities in the curriculum to encourage as many students as possible to experience valuable skills.
- Regularly review practice through conducting whole-school reviews, learning walks and appointing a Lead Practitioner to inform best practice.
- Provide teaching that stretches them to achieve the highest grades they can (compared with national progress rates).

How the school identifies our students

Students are on the Most Able register based on the following criteria;

- KS2 results where students have achieved a combined score of over 60 points and staff nominations in practical areas where appropriate upon discussion e.g. PE, Art, Music.

Monitoring and Intervention

Each department has a Most Able representative who is responsible for tracking the progress of students in their subject. Their role requires close co-ordination with the member of the Senior Leadership Team and Lead Practitioner responsible for Most Able and involves liaison over students who are performing well and need to be rewarded and those who are under-performing and require specific intervention.

Student Voice

The voice of our students is very important to us and helps us evaluate what is working in school and where the school can improve. Termly student voice activities conducted by a Lead Practitioner allows us to find out how our most able students feel and how we can stretch and challenge their learning.

Conclusion

The aim is to develop the potential of our identified Most Able students and raise achievement across the school, providing students with the necessary skills and qualifications to compete with the best here and throughout the country.

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