



Stockport School

Most Able/Gifted and Talented Policy 2016

This document should be read in conjunction with the *Teaching and Learning Policy*.

Purpose

The purpose of this policy is to:

- Clarify for governors, staff, students and parents a shared understanding of our definition of 'most able' in the context of Stockport School
- Express the school's aim for 'most able' gifted and talented students
- Outline how the school will help support these students
- Respond to the Ofsted report '*The most able students*' published in March 2015
- Establish the More Able agenda in the context of a Growth Mindset approach to teaching and learning.

Our Vision

- We aim to provide an inclusive and integrated whole-school approach for our most able, with a focus on building the unique strengths and talents of our students
- We recognise that intelligence and talents are not fixed and we encourage all students to fulfil their potential through extension and enrichment
- We are committed to creating a culture where we celebrate effort, progress and achievement
- We offer a curriculum model to stretch and challenge all our students

Our commitment to the Most Able Agenda

We are committed to supporting our most able students and this agenda is led by a Gifted and Talented Coordinator line-managed by an Assistant Headteacher. The most able agenda is an integral part of our School Development Plan, our CPD provision, our careers programme and our enrichment programme.

The role of Gifted and Talented Coordinator

- To raise staff awareness of teaching and learning strategies which stretch and challenge our most able
- To promote good practice and provide opportunities to observe challenge in the classroom
- To coordinate and deliver opportunities for staff CPD and bespoke training for target cohorts e.g. Carousels, Pupil Progress Meetings, KS2 Master Classes, Professional Practice
- To monitor and analyse the subject nominations for most able
- To coordinate and lead on enrichment activities for our most able students
- To liaise with KS2 and KS5 providers in order to develop student aspirations (e.g. KS2 Master Classes, Careers Convention, A-Level Taster Days)



How we identify our Most Able

We are professionally responsible to support students' needs using data to inform our understanding of student potential. As a starting point, KS2 data is used to enable staff to recognise student potential. Historically, a level 5 at KS2 in either/or both English and Maths indicated that a student had the potential to be initially identified as a most able student. This was then reviewed at each assessment window.

Currently, the KS2 scaled scores in Maths and English are still being used to identify our most able cohort, taking into account the historical data linked to our school context.

In response to the new 1-9 grading system and Life after Levels, we recognise that students may progress at different times across different subjects therefore any identification process will not be fixed.

Our understanding of a 'most able' student is also informed by their effort, their engagement and their ability in different subjects. Our nomination procedure is departmental specific and is used to flag up and monitor potential target cohorts.

Each department regularly reviews their identification criteria for their most able students in order to enhance our provision.

Grouping policy

Groupings of students are set at a department level to ensure that the curriculum is taught accordingly. Groupings may include a mixed set where teaching would aim to support a range of abilities; groupings may also include extension groups where the focus of teaching is to stretch and challenge students. Extension groups are created by some departments using the knowledge of students' prior and current performance and overall ability.

Curriculum and extension activities

Staff are committed to providing a broad, creative curriculum which gives students the chance to thrive and demonstrate their skills. We aim to differentiate in a number of different ways in order to provide our more able students with stretch and challenge. E.g. by task, outcome, groupings, questioning.

In light of the new GCSE exams, we are committed to supporting our most able students and providing them with a rigorous curriculum which will endeavour to enhance their learning inside and outside the classroom.

We encourage our most able students to participate in enrichment activities to enhance their own learning journey at Stockport School. We encourage our students' aspirations through a range of enrichment activities. E.g. Careers Convention, A Level Taster Days, English Mentoring, Numeracy Leaders, Peer Reading. These examples encapsulate the aspirational culture where students are encouraged to develop a broad range of skills. This aspirational culture is underpinned by a reward system which celebrates outcome, progress and effort.



Assessment and tracking

Assessment is an ongoing process from KS2. Staff communicate grade performances of students in four different assessment windows across the year. Staff also have the responsibility to nominate students who are identified as most able at each assessment point.

The Gifted and Talented Coordinator has a responsibility to track and analyse the overall data picture of most able nominations and those students identified as 'high ability' in KS2. Using the Pupil Progress Review meetings, the Gifted and Talented Coordinator will discuss a specific cohort of most able students in order to develop our own understanding of teaching strategies.

Departments have a responsibility to track the performance of their own subject nominations

Extra-Curricular Activities

Stockport School encourages students to participate in extracurricular activities and provides a wide range of opportunities. We regularly consider the ways we stretch our most able both in the curriculum and through extra-curricular enrichment, which may be one of the following:

- Students can take part in KS2 Master Classes in a mentoring/supporting role
- English Mentoring Programme
- Numeracy Leaders
- Peer Reading
- Targeted revision for higher grades
- A-Level taster days
- Dementia friends
- Chess club
- Debate club
- Sports leadership opportunities
- School Drama Productions
- Technical team
- Charity activities
- Musical performances
- House Captains
- Senior Prefect roles, Prefects and Ambassadors
- Visiting speakers
- Subject focused trips
- Enrichment days
- Careers Programme

Last revised and modified: November 2016

Review date: November 2018