

Policies and Procedures

Title:	Most Able Policy
Associated Policies:	<ul style="list-style-type: none"> • Learning for all – Equal opportunities • Accessibility Plan • Special Educational Needs and Disability Policy • Provider Access Policy

1	Policy Statement <p>At Northampton School for Girls, our primary goal is to foster equal opportunities for all students to develop a wide range of skills and abilities, encompassing academic, creative, emotional, physical, spiritual, and social aspects. Through collaboration and active involvement with our students, we strive to provide teaching that is both challenging and engaging, offering information and excitement to facilitate their learning journey.</p> <p>We are dedicated to supporting and encouraging exceptionally talented and highly able students, providing them with the necessary help, support, and guidance from our teachers and staff. Whenever possible, Northampton School for Girls aims to personalise teaching and learning in the classroom, tailoring it to the individual needs of our students. By doing so, we believe that every student can regulate their own learning and reach their academic potential.</p> <p>This policy is an integral part of our broader commitment to maximum inclusion and equal educational opportunities for all students. It reflects our dedication to creating an environment where every student is empowered to surpass their own expectations.</p>
2	Who does this policy apply to? <p>‘High Prior Attaining’ (HPA) students or ‘HAPs’ are identified from Year 7 as having an overall trajectory that leads them to achieving expected grades of 7-9s at GCSE. This is as a result of their strong SATs scores in Key Stage 2. At Northampton School for Girls, we are aware that some Most Able students might not be identified as HAPs based on their Key Stage 2 data. We identify these students by monitoring remarkable abilities that can manifest in various forms: including excelling in a particular subject; displaying strong academic aptitude; showcasing leadership qualities or exhibiting exceptional skills in specific practical areas. These pupils possess robust intellectual and academic capabilities. Additionally, talented pupils exhibit exceptional proficiency in specific fields such as art, music, or sport. Hence, a Most Able pupil is someone who achieves, or has the potential to achieve, at a significantly higher level compared to their peers.</p>
3	Who is responsible for carrying out this policy? <ul style="list-style-type: none"> • Specialist Leader of Education (SLE) , for the Most Able. • Deputy Headteacher responsible for the Quality of Education • Assistant Headteacher responsible for Data and the Quality of Education • Director of Sixth Form • Heads of Academic Standards • Heads of Faculty • Subject and Key Stage Leaders • Teachers <p>SEND team</p>
4	What are the principles behind the policy? <p>Aims:</p> <ul style="list-style-type: none"> • To identify Most Able students within each curriculum area including the broader and extra curriculum

	<ul style="list-style-type: none"> To ensure that the taught curriculum and extracurricular activities offer experiences that develop the potential of our most able students to the full. <p>To monitor the progress and well-being of the most able students within the school.</p>
5	Procedures (standards) <p>5.1 Identification Most Able students are identified in a variety of ways. Identification can happen in any year as students' talents emerge.</p> <p>5.2 Key Stage Assessments As each year group completes a key stage, the Fisher Family Trust (FFT) calculate a score using the students' key stage assessment and rank the national cohort. The ranked cohort is then broken into the top, middle and bottom thirds, resulting in the high, middle and low prior attainment bands. This process ensures that each year group has the same percentage of students in each band regardless of changes in the national average. As a result, Most Able students are ranked in the high prior attainment band - typically, this will be as a result of strong KS2 SATs results from Primary School and then strong GCSE scores at Secondary School.</p> <p>5.3 Tracking student ability Each curriculum area will identify and record students with particular ability in their subject area. We recognise that the best method to achieve this will differ from subject to subject. Curriculum Areas will share records on the students they identify as Most Able with Head of Academic Standards, Tutors and the SLE for Most Able students.</p> <p>Students are identified as Most Able on our data tracking system. This system is accessed regularly by all teachers and school leaders. The list is updated after each assessment window.</p> <p>Once students are identified as Most Able we are able to target appropriate provision alongside the tracking and monitoring of the progress of all students using progress indicators. The progress of the identified Most Able cohort will also be tracked by the SLE for the Most Able who works with the assigned Senior Leadership Team link who both have responsibility for the Most Able students.</p> <p>5.4 Supporting the Most Able students Letters will be sent out to parents informing them of their child's specific talents alongside information on how the school will provide for them both in and outside of lessons.</p> <p>We do not believe that the Most Able cohort is an "elite" group but do recognise that to be a fully inclusive learning environment their learning needs must be met in the careful planning and expert delivery of lessons, availability of extracurricular sessions and enrichment activities.</p> <p>Students with particular needs who are also Most Able are given special priority for mentoring with the SLE for the Most Able in order to ensure that their needs are met and any bespoke support they may require is provided. This could be identified by any of the stakeholders involved with the student.</p> <p>5.5 Pupil Premium Most Able students Pupil Premium Most Able students will be clearly identified on the tracking system. These students will have the opportunity to experience at least one extended activity per year they are receiving Pupil Premium funding that they would not usually be able to access. In consultation with the Pupil Premium budget holder, these opportunities may involve:</p> <ul style="list-style-type: none"> Fully funded Oxbridge trips for Year 9-13 students

	<ul style="list-style-type: none"> • Funding for learning resources such as revision guides or technology • Priority access to enrichment and extracurricular activities when places are limited • Enrichment activities during activities week should initially encourage participation by PP students who • can have their trip subsidised/paid for. <p>5.6 Provision</p> <p>We aim to provide opportunity for all students within the school to reach their full potential by providing work at higher cognitive levels and opportunities to develop specific skills and talents:</p> <ul style="list-style-type: none"> • Opportunities for extension / enrichment through curriculum provision, e.g. additional GCSEs such as Further Maths, the EPQ for KS5 students; through option choices e.g. 3 Sciences, more than 1 Expressive Art subject. Post 16 most able students are able to study 4 A Levels. • Opportunities through the implementation of activities within the whole class environment in accordance to the principles of 'Teach to the Top', supplemented by external enrichment programmes, such as: Master Class evenings and Higher Qualifications evenings, various competitions run through Maths Olympiad, STEM Projects, Debating Society. • A range of programmes that will enable students to participate in activities appropriate to their identified talents, e.g. graded Music exams, Sports Academies. • Individual mentoring for students identified by stakeholders upon request with the intention of setting an achievable target to improve their achievement in an agreed area and with the intention of providing support and a point of contact for the student with regard to their particular needs. Mentoring for Pupil Premium Most Able students is guaranteed. • Consideration for the pastoral development of the Most Able students ensuring that our commitment to ensuring positive relationships between staff and students creates an environment in which all students are able to thrive. Also, the tutor will ensure that students fully understand their identification and will encourage participation in a variety of activities to develop that student's individual talents. <p>5.7 Post 16</p> <p>As with all students at NSG our aim at Post 16 is to provide a curriculum appropriate to individual needs. We are able to provide a wide range of courses and routes leading into Further or Higher Education and Apprenticeships. Students receive guidance and support for future pathways beyond NSG. There is additional support for students applying for Oxbridge in terms of a specifically appointed Oxbridge Facilitator, Applied Day visits, mock interviews and personal support with applications.</p>
6	Policy Review
	This policy will be monitored as part of the Academy's annual internal review and reviewed on a three year cycle or as required by legislature changes.