



The Thomas Adams School

Policy Statement

Most Able / Aspiration

Updated August 2021

Reviewed by Governors

At Thomas Adams School we are committed to providing high quality education for all our pupils.

We believe a rich, challenging and stimulating curriculum will benefit all pupils and allow full potential to be met.

We recognise that pupils should be educated in a way that enables them to achieve at their highest level and inspires them to adopt an apprenticeship approach to learning that goes beyond just exam success.

The recognition and meeting of the needs of able pupils will raise expectations, create a culture where success is valued and therefore raise standards throughout the school community.

Aim

To ensure that all more able pupils are challenged and supported to reach their potential.

Objectives

- To ensure that all more able pupils throughout the school, including disadvantaged more able pupils, make good progress.
- To ensure that all more able pupils, including disadvantaged more able pupils, achieve ambitious destination outcomes.
- To provide a powerful curriculum that extends and enriches the learning experience of more able pupils.
- To provide challenging teaching that stretches and inspires more able pupils.
- To accurately assess and track the progress of more able pupils so that focused interventions can be used where necessary to support progress.

Definition

Students that gain “Most Able” status must meet the following criteria at key points of their educational pathway.

Transition Identification – Most Able

Based on the following KS2 Data, Year 7 students will be identified as “More Able” if they are positioned in the top 10% once the combined scores are added together (360):-

- KS2 Spelling & Grammar Score
- KS2 Reading Score
- KS2 Mathematics Score
- GLS Assessments

We will look to track these students throughout the key phases at the school monitoring their attainment and progress.

Key Stage 3- HOW WE ARE DOING IT THIS YEAR

The system for use with Years 7 – 9 is based upon student ‘flight paths’. These flight paths have been designed by each subject and are linked directly to students KS2 results in English and Maths and consequently the progress that the Subject Leader believes is made over the 5 years. For each KS2 scaled score bracket, the flight path is designed to demonstrate the expected progress made over the 5 years leading up to KS4 Exams in Year 11 in that subject.

The flight path ‘end point’ - the KS4 results in Year 11, has been designed to match the average national expected grade that has been historically achieved with students in the same KS2 grade bracket in each

individual subject (in the most recent exam season). For example, if a child has a KS2 scaled score of 4.5, our data software, Sistra Analytics* indicates what grade nationally students with a 4.5 score achieved in each of their subjects. These are the grades that we would use as a target grade at the end of Year 11 for that student.

The flight path is then tracked back to the start of year 7, with incremental target grades throughout the years, (twice yearly- December and July) allowing us to compare common assessment (CA) grades to the appropriate target grade and consequently accurate measure progress at each tracking point. We will then report home whether your child is 'below', 'near', 'on' or 'above' where we think they should be in that subject. The flight paths are also designed using sub grades to allow for further accuracy, for example 4-,4 and 4+, then 5-,5 and 5+.

Common Assessments (CAs)

Throughout the year, students will complete 'common assessments' (CA's). These are internally moderated and graded using the GCSE grading criteria on the most relevant specification. The assessments have been designed to enable students to demonstrate the relevant skills and knowledge of the latest topic and link to a grade in that area of work. It is important to understand that is a reflection on smaller topics and parts of the course and does not equate to a full GCSE grade, it acts as an indicator to show where a student is 'working at' in a particular area of the subject.

(Assessment, Recording and Reporting Policy Statement, 2020)

Students that have a combined score of Common Assessments in English and Maths that place them in the top 10% will be placed on the "Most Able" List. This to be updated after every "data capture" point to allow a fluid movement of "Most Able" students based upon their current attainment. This information will be shared with staff to aid planning for stretch and challenge in the classroom and targeted enrichment.

Covid 19 Measure:- Due to the lack of KS2 data, baseline assessments in English and Maths along with spelling and reading will be used to identify most able in Year 7 cohort.

Key Stage 4

We set G.C.S.E. targets at the start of Year 10. These are generated from reference to FFT Aspire 20 estimates (aiming to be in the 20% of performers nationally) and then tweak using Sistra Analytics to ensure the target grades are the most suitable for each individual student for each individual subject.

Where pupils do not have KS2 scores, FFT estimates are not available. We will use 'best fit' target setting, based upon initial assessments of pupils' English and Maths ability upon entry to Thomas Adams along with Sistra Analytics intelligent software comparing data to the national average for each subject.

Targets will be reviewed annually, when the FFT estimates are revised, based upon the latest G.C.S.E. cohort's results to ensure that all students are at least being targeted to make positive progress.

These 'external targets' will be entered into our Sims tracking sheets. No targets are lowered beyond the 'external targets' set by the school. If a teacher wishes to increase a target for a student, then a consultation will take place with all concerned.

(Assessment, Recording and Reporting Policy Statement, 2020)

Students that fall within the top 10% average point scores after each data capture point will be placed on the “Most Able” list (although heavier weighting will be given to English and Mathematics). This will allow students to be recognised for their talents and giftedness across a range of subject areas. This information will be shared with staff to aid planning for stretch and challenge in the classroom and targeted enrichment.

Key Stage 5

In Year 12 more able students are initially identified using GCSE average point scores, with approximately 10% of the student population as a guide. This cohort will be monitored as more assessment data becomes available.

In early December, when more data is available, this list is fine-tuned so that individual subjects can identify which students have particular strengths in their area. This is cross referenced with the group already identified and refined accordingly.

Those who did not sit GCSE examinations will be identified by subject teachers, informed by internal assessment data. This information will be shared with staff and mentors to aid planning and IAG in mentoring sessions as well as targeted enrichment.

Refer to Assessment, Recording and Reporting Policy Statement for further guidance.

Curriculum

As part of the curriculum offer and teaching ethos at Thomas Adams School the following provision is present that is academically rigorous, intellectually stimulating and sufficiently flexible to meet pupils' educational, social and emotional needs:-

- The provision of a challenging curriculum where tasks are appropriately differentiated and personalised
- Targeted Mentoring
- Appropriate setting
- Provision of an effective learning environment
- Targeted IAG
- Teaching and Learning Forum
- Platforms to “Share Good Practice” e.g. Moodle
- Focused Career Development
- Extension and Enrichment

Teaching

All most able pupils are stretched through challenging teaching in the following ways:

- grouping of pupils within the classroom
- teaching that unpicks the deep structure of problems
- tasks that build fluency, speed, accuracy and automaticity
- tasks that build abstract thinking and ability to connect beyond immediate context
- tasks that encourage extension and synopsis
- opportunities and resources for pupils to access knowledge at the next level up
- study of methodology
- unscaffolded tasks
- Socratic questioning

- convergent and divergent thinking.

Assessment

Assessments for most able pupils allow them to build the knowledge and skills necessary for high performance. Therefore assessment for more able pupils is:

- synoptic and varied, preparing more able pupils effectively for synoptic examinations
- memory-based, preparing more able pupils effectively for extended recall
- flight-path focused, preparing more able pupils for the knowledge, skills and application into new contexts that they will need to demonstrate throughout their time in school.

Tracking and intervention

This monitoring and tracking approach is seen as an on-going process supported by both formative and summative assessment that aims to provide:-

- Up to date assessment information on more able pupils for staff
- Effective planning to stretch and challenge pupils in and out of the classroom
- A proactive approach to underachievement
- Targeted specific interventions to meet the needs of the more able pupils

An updated version of the “Most Able” Register will be reported to staff on a termly basis.

“Tight checks on the progress of the most able students so that any slippage was identified early and acted upon”

(Ofsted, 2013)

Out of School Hours Achievement

Pupils are encouraged to report any success they achieve out of school hours to relevant Subject Leaders that allows specific opportunities and possible funding to be targeted.

Building aspiration

We ensure that our most able pupils are prepared to achieve their ambitions in the following ways:

- A personalized approach adopted by understanding the needs and issues of young people in different groups, targeting and differentiating carefully as a result, as well as providing ongoing advice.
- Provide good careers guidance that is distinctive to the needs of individual pupils – this shapes the overall strategy of the school.
- Aim for well-qualified, experienced personal advisers and teachers who can deliver a wide range of high-quality CE activities and IAG.
- Strive to ensure impartiality in IAG that works in the long-term interest of the individual pupil (Shropshire Youth).
- Ensure that, as early as possible, pupils understand the range of careers paths that are available and qualifications/experiences required to achieve these choices.
- Ensure that all pupils are aware of out of school opportunities that could help them with their career aspirations.
- Make clear to pupils the importance of achieving a grade 4 or better in GCSE Maths and English by the end of Key Stage 4.
- Offer opportunities to develop entrepreneurial skills for self-employment.
- Outcomes for pupils are recorded and evaluated to maintain personalised provision.

- Create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving (employability skills).
- Sustained and varied contacts with employer networks, FE colleges, higher education institutions, mentors, coaches, alumni or other high achieving individuals that will motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.
- CE/IAG is integrated in the wider curriculum via Subject Areas and PSE to allow clear pathways to further education and employment to be identified by the pupils.
- Pupils are exposed to STEM opportunities so that they can understand the diverse selection of professions available in these Subject Areas.
- High attaining pupils are supported to make informed choices about whether to aim for university (including Russell Groups) or an apprenticeship as an equally high calibre and demanding route into employment and higher education.
- Embed a Works Experience Programme that meets the needs of the individual pupils and provides enriching experiences that raises aspirations.
- Creation of a Careers Fair that is multi-faceted in terms of career pathways and provides clear IAG on individual professions. This should be accessible to both KS3 and KS4 pupils.
- Engage fully with local employers and professional community to ensure “real-world” experiences and opportunities underpin the careers strategy.
- Create a network of “Aspiration Partners” that provide pupils with direct, motivational and exciting experiences of the world of work that allow informed decisions to be made about future education and training options.
- Engage with National Drivers for Careers, such as Careers and Enterprise Company and National Careers Service, along with National Competitions and Companies to ensure a local, national and global picture of opportunities is presented to the pupils.
- Secure and independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways, will be provided during key transition points.
- Visits to colleges, universities and workplaces will be provided to help pupils make informed decisions.
- A range of internal support and IAG including mentoring, assemblies, parental meetings etc. that is tailored to the needs of the individual pupils will ensure appropriate choices are made based on prior attainment and aspirations.

Roles and responsibilities

The **Assistant Headteacher** will:

- create a database of more able pupils
- monitor and track the progress of most able pupils and the progress of key groups within the more able cohort
- work with departments and pastoral staff to put in place appropriate interventions for more able pupils and evaluate the impact of these, especially ensuring that any gaps in performance between different key groups of more able pupils are narrowing
- monitor and track the appropriateness of the curriculum and destination choices of more able pupils
- coordinate the provision of enrichment opportunities for most able pupils
- work with the relevant staff to ensure appropriate and ambitious information and guidance is provided for most able pupils
- work with the relevant staff to ensure that the teaching of most able pupils is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of most able pupils

- Keep staff informed of research, good practice and resources on effective teaching of more able pupils.
- Report performance of most able and provision to link governor during standards review.

The **Subject Leaders** will:

- Monitor the progress and provision of pupils registered in specific curriculum area
- Ensure schemes of learning and planning contain appropriately challenging tasks and learning opportunities
- Provide appropriate resources to stimulate and extend thinking
- Provide clear criteria for identification of “Gifted” and “Talented” pupils in their curriculum area
- Collecting examples of exceptional work

The **Classroom Teacher** will:

- Ensure most able students are set appropriately challenging tasks and learning opportunities in the context of challenge for all
- Aware of and monitor and track progress of more able students
- Understand pupils’ individual learning styles
- Be able to report progress to relevant stakeholders e.g. parents/carers
- Seek support and guidance if required.

Evaluation of Provision

The following “measures of impact” will be used to accurately assess the “Aspiration and Challenge” provision:-

- Checks of schemes of learning and extension resources
- Mentoring
- Post 16/18 destinations of students
- Lesson observations
- Parents’/Carers’ views
- Feedback on extra-curricular achievements
- Feedback from SLT departments line managers
- Department Quality Assurance systems e.g. monitoring weeks, SLs review, Line Management
- External providers
- Key Stage 3 – 2+progress / Key Stage 4 9 / 7% increase