



St Joseph's

Roman Catholic High School
& Sports College

Interim 'Most Able' Policy

Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.

Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.

We develop our potential, celebrate our talents and go forward together in faith.

Approved by Governors: 19th March 2015

Date for Review: Spring Term 2015

Signed Chair of Governors: W. Charnley

Signed Headteacher: R.Woods

Governors Committee: Standards & Welfare

Gospel Values

The term 'Gospel values' is commonly used in Catholic schools and other Catholic institutions; however, unless the term is unpacked and a common understanding formed of what true Gospel values are, there is a danger that what should be an objective Christian foundation, will itself become a random list of subjective values.

Whilst other 'values' may be found within the four Gospels and New Testament writings, it is the Beatitudes which: "...depict the countenance of Jesus Christ and portray his charity". Gospel values cannot therefore be values chosen subjectively from the vast corpus of the Old and New Testaments but are objective values revealed to us through Christ's proclamation. Such objective values are to be found rooted in the Beatitudes, the proclamation of Christ's Sermon on the Mount. The Beatitudes also "...reveal the goal of human existence, the ultimate end of human acts" and as such are the objective 'values' given by Christ himself.

Whilst not definitive, those Gospel values based on the Beatitudes which underpin this policy include:

"Blessed are the poor in spirit, for theirs is the Kingdom of heaven"

Values: **Faithfulness & Integrity**

"Blessed are those who mourn, for they shall be comforted"

Values: **Dignity & Compassion**

"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"

Values: **Truth & Justice**

"Blessed are the merciful, for they shall obtain mercy"

Values: **Forgiveness & Mercy**

Rooted in the teaching of Christ, these Gospel values constitute the targets and outcomes of the educational enterprise for St Joseph's as a Catholic school.

Principles Guiding this Policy

School Ethos

As a Roman Catholic high school, St Joseph's seeks to ensure that our pupils are educated in such a way that they can fulfil God's design for them by achieving all that they are able to (John 10:10). Pupils should leave the school not only well educated but as valuable members of God's family able to contribute to God's creation in a positive and rewarding way.

Most Able Policy

1 Context

The Most Able Policy is formulated in line with the School's Mission statement to provide a challenging and stimulating learning environment in "a community where Jesus Christ is our role model and his message the guiding principle behind all we do" The policy recognises the inclusiveness of the School's approach to all learners but identifies those areas where most able students can contribute to the highest possible standards of education in all aspects of the curriculum and extra-curricular activities.

2 Aims

The Most Able Policy aims:

- To focus on most able provision and the quality of teaching and learning across the curriculum in order to drive up standards and allow all pupils to achieve their God given potential.
- To enable students to respond to challenges by learning effectively and achieve the best outcomes and qualifications which are at least in line with or exceed their ability.
- To encourage students to build on and develop their knowledge, experience, skills and understanding in order to reach and exceed individual targets.
- To promote and foster individualised learning within an inclusive framework.

3 Objectives

- To create and regularly update a register of all students throughout the School who are identified as most able.
- To provide effectively for all such students in all areas of the curriculum to ensure that teaching and learning is appropriate to their needs.
- To provide effective pastoral care which ensures that the social and personal needs of most able students are met effectively.
- To further develop enrichment and extension opportunities which are appropriate to student needs.
- To establish strategies to monitor and support most able students, including those who underachieve and those who are disadvantaged.
- To provide support to all staff with regard to most able education.

4 Definition of Most Able Learners

Most Able

Most Able (previously termed Gifted) students have the raw intelligence or brain power to solve problems, learn new skills or understand concepts better than their counterparts across the full range of subjects.

More Able

More Able students achieve or have the ability to achieve above average in one or more National Curriculum subjects.

Characteristics

Not all Most Able learners will present themselves in the same way. Characteristics may include being:

- Good all-rounders
- High achievers in a particular area
- Of high ability but low motivation
- Of good verbal ability but with poor writing skills
- Very able but with poor social skills
- Very able but with poor concentration skills
- Keen to hide their abilities

5 Identification of Most Able Students

Students are identified in the following ways:

Most Able

- Students who achieve Level 5 or above in their KS2 SATs or Teacher Assessments.
- Students who achieve above expectation in terms of attainment or progress at each reporting phase in line with pupils who enter the school at level 5 or above.
- Students with a high CAT score in one of the CAT sections

6 Identification of More Able Students

Students are identified in the following ways:

More Able

- Students who achieve Level 5 or above in one or more subject at KS2.
- Students who achieve above expectation in terms of attainment or progress at each reporting phase in one subject, in line with pupils who enter the school at level 5 or above.

The Deputy Headteacher with the responsibility for Most Able students will monitor and update the identification and progress of these students.

7 Curriculum Provision

Heads of Departments and class teachers ensure that the needs of Most Able learners are met within each subject area and provide:

- A learning environment which encourages, recognises and rewards effort and achievement.
- Assessment that is rigorous and challenging for all students and is specifically linked to targets in order to challenge and motivate.
- Schemes of work which provide explicitly for all students and which use appropriate differentiation of tasks and higher order thinking skills.
- Flexibility and variety in terms of groupings within classes and teaching and learning styles.
- Independent learning opportunities which allow students to take responsibility for their own work and which stretch their capabilities, skills and understanding.
- The opportunity to make choices about their work and develop the ability to evaluate and become self-critical.
- Appropriate homework in order to challenge and extend learning.

Teaching staff identify vulnerable students in their class (including those students who are Most Able) in their lesson planning. Activities and strategies for differentiation and challenge are included and learning styles, appropriate resources and support staff are outlined.

8 Pastoral Provision

Managers of Learning and Form Tutors ensure that the social and personal needs of all students within their care are addressed by providing:

- A pastoral environment which encourages, recognises and rewards achievement and ambition.
- Support networks, including the Pastoral Deputy and Assistant Headteachers and the Deputy Headteacher with the responsibility for Most Able students, where there are facilities to support and mentor most able students including those who underachieve.

9 Extra-Curricular and Out of School Activities

The School is committed to providing.

- Opportunities to participate in a range of extra-curricular activities.
- Opportunities to explore Post 16 options by visits to colleges and universities.
- Opportunities to take part in trips, visits and residential experiences.
- Opportunities to benefit from involvement with a range of outside agencies.

10 Responsibility and Accountability

The Deputy Headteacher with the responsibility for Most Able students will oversee the identification and provision for Most Able students. The Deputy Headteacher and the governor with responsibility for most able students will update of the governing body on a regular basis.

11 Monitoring and Evaluation

Students' progress – Progress of all students is monitored through the School's system of data capture, target setting and reports. Underperformance is identified against progress towards individual, school, local and national targets. Progress against targets forms part of Progress to Target meetings. Individual students who are underperforming are identified and support mechanisms, including mentoring are introduced. Most Able students should be challenged to make at least 4 Levels of Progress through their time in school.

Most Able provision – The monitoring and evaluation of the provision is the responsibility of the Deputy Headteacher with the responsibility of Most Able students.

Individual student targets – Students have targets set which are reviewed termly and adjusted in order to add challenge and motivation. Targets are monitored by the Assistant Head (data), teachers and students themselves.

The School Development Plan/SEF – These refer specifically to most able standards and provision as appropriate.

12 Links to other policies in school

This policy supports and reinforces other policies within the School. These are:

- Assessment, Recording, Reporting Achievement Policy.
- Equal Opportunities Policy.
- Teaching and Learning Policy.

APPENDIX:

The selection criteria for any trip must be published prior to the trip details being published to students and parents.