




# BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

## MEETING THE NEEDS OF THE ACADEMICALLY MOST ABLE STUDENTS 2024 - 2026

Date of approval	September 2024
Date of next review	September 2026
Term of review	Every two years
Committee Responsible	Quality of Education
Prepared By	SPA
Signed by Chair of Committee	

Changes Made	Date

## CONTENTS

1	Policy rationale and aims	3
2	Definition of most able students	3
3	Procedure for identifying most able students	4
4	The role and responsibilities of the most able coordinator	8
5	The school's provision for most able pupils	9
6	Monitoring and review	9

## 1. Policy rationale

This document states the aims, principles and strategies for addressing the needs of academically most able students and seeks to raise the levels of achievement of all students who attend Beis Yaakov High School.

### 1.1 School philosophy

At Beis Yaakov High School we recognise that all students are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are students who are more intellectually able than others, and students who have specific areas of ability or specific talents.

We affirm that all students have the right to be included in a broad, balanced and relevant curriculum; and that all students are entitled to have the opportunity to participate fully in an education which inspires, challenges, motivates and rewards them, ultimately enabling them to achieve their individual potential.

Provision for most students is an integral part of the teaching and learning that takes place at Beis Yaakov High School.

### 1.2 Aims

- To ensure that all most able pupils throughout the school, including disadvantaged more able pupils, are challenged and supported to reach their academic potential and make good progress.
- To provide a powerful curriculum that extends and enriches the learning experience of most able pupils.
- To provide challenging teaching that stretches and inspires most able pupils and provide opportunities for most able pupils to work at higher cognitive levels.
- To accurately assess and track the progress of most able pupils so that focused interventions can be used where necessary to support progress.

## 2. Definition of most able students

We use the term “Most able” to identify all children who are classed as “Higher Prior Attaining” students. Higher Prior Attaining students are defined as those who have achieved scores of 110 and above in KS2 SATs assessments. This accounts for approximately 15% of each year group.

### 3. Procedure for Identifying Most Able Pupils

Identification is inclusive rather than exclusive and as such a range of factors will be considered, both quantitative and qualitative in nature. The identification process starts as students enter at Yr7 and continues throughout KS3 and KS4.

A range of indicators are used including:

- Key Stage 2 SATs scores of 115 or above.
- Reading and spelling age e.g., 15+ in Yr7
- Average CAT score of over 130 or more.
- CAT test score of 129 or more on one element/ battery
- Target Average GCSE Points Score (APS) . Average GCSE points score of 8.5 = exceptionally gifted by KS4 data; an average GCSE points score of 8 = gifted by KS4 data.

In addition

- Teacher nomination. Many students in the above categories will also receive subject specific nominations in a range of academic areas. These nominations will also be included on the register to provide staff with as much information as possible in order to inform planning.

### 4. The role and responsibilities of the most able coordinator.

The most able coordinator will:

- create a (register/database/spreadsheet) of most able pupils. The initial list will be prepared each September and distributed to staff.
- inform parents/guardians of a student's identification as most able
- monitor and track the progress of most able pupils and the progress of key groups within the most able cohort across the school at every assessment point as performing above expectation, at expectation, or below expectation.
- work with departments and pastoral staff to put in place appropriate interventions for most able pupils and evaluate the impact of these, especially ensuring that any gaps in performance between different key groups of most able pupils are addressed

- monitor and track the appropriateness of the curriculum of 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 development and learning opportunities to develop their teaching of most able pupils
- keep staff informed of research, good practice and resources on the effective teaching of most able pupils.

#### 5. The school's provision for most able pupils

Every department ensures that there are provisions in place in lessons to stretch and challenge the most able student. This ensures that the style of provision is appropriate to the subject and is not seen as separate from their normal teaching methods. Departments work within the framework of this policy for the most able students as outlined below:

a) By enriching the curriculum. All schemes of learning must show the six key principles of Challenge: explanations, modelling, practice, questioning and feedback, differentiation and using appropriately challenging content at the highest level.

b) By setting appropriately levelled work – an investigative or enquiry approach encourages the child to find and solve problems, utilising higher order thinking skills.

c) By employing challenging teaching and flexible learning strategies, such as:

- sharing lesson objectives with a clear success criteria to allow most able (and all) students to engage in higher order and complex thinking learning opportunities and extend and embed their learning and make rapid progress in each lesson.
- establishing the extent of each student's prior knowledge and understanding, in order to avoid unnecessary repetition of work, which is both boring and very de-motivating.
- grouping of pupils within the classroom
- memory-based strategies, preparing most able pupils effectively for extended recall
- teaching that unpicks the deep structure of problems

- tasks that build fluency, speed, accuracy and automaticity
- tasks that build abstract thinking and the ability to connect beyond immediate or to new contexts
- tasks that encourage extension and synopsis
- opportunities and resources for pupils to access knowledge at a higher level
- study of methodology
- unscaffolded tasks
- Socratic questioning
- convergent and divergent thinking.
- allowing most able students to move on more quickly to more challenging activities, which help develop higher order thinking and problem-solving skills and develop their ability to undertake more independent study

#### 6. Monitoring & Review

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by higher achievers.
- regularly reviewing the teaching arrangements for these particular children, monitoring their progress through termly discussions with teachers, learning walks, lesson observations, book looks and work sampling, department deep dives, and data analysis.
- supporting staff in the identification of these children and on teaching and learning strategies.
- through link meetings between Heads of Department/ Faculty and SLT Links.
- through termly discussions with students in the most able students' cohort.
- through tracking of progress of students in the cohort and outcomes from public examinations.
- liaising with parents on related issues.