

ST GEORGE'S SCHOOL



Stretching Our Most Able Policy

In the community of St George's School everyone is considered as an individual and is valued equally. Everyone is made to feel welcome and has a voice. Our school is a safe place to achieve, have fun and to develop skills towards individual, informed paths as we leave school and move forward in life. We learn to make choices for now and the future and to become as independent and self-sufficient as possible taking our place in society as part of Modern Britain. We do our personal best and celebrate our achievements however large or small. As a team we experience the world and work towards achieving our goals and dreams and being the best we can be.

The Governing Body and Staff team at St. George's School are fully committed to the following mission statements:

- High standards are achieved through high expectations, robust target setting and high attendance
- Staff, students and stakeholders alike treat each other with tolerance, compassion and respect.
- St. George's practises a Total Communication approach valuing and listening to all.
- The curriculum and learning activities address the whole person and preparation for the life they will lead on leaving the school.
- We promote personal, social, moral, spiritual and cultural development, encourage creativity, self-discovery, raise self-esteem and inspire self-discipline and consideration for others.
- Teaching and learning is high quality, person centered and takes place in carefully designed and presented environments which meet an individual/cohorts' needs.
- We listen to all students and stakeholders and foster an atmosphere of mutual respect, cooperation and student leadership.
- The staff are our most valuable resource and shall be treated as such.

This policy should be read in conjunction with the St. George's COVID 19 Handbook

Essential measures outlined in updated public health advice from September include:

- ***a requirement that people who are ill stay at home***
- ***robust hand and respiratory hygiene***
- ***enhanced cleaning arrangements***
- ***active engagement with NHS Test and Trace***
- ***formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable***

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- ***grouping children together***
- ***avoiding contact between groups***
- ***arranging classrooms with forward facing desks***
- ***staff maintaining distance from pupils and other staff as much as possible***

SLT will have active arrangements in place to monitor that the controls are:

- ***effective***
- ***working as planned***
- ***updated appropriately considering any issues identified and changes in public health advice***

Rationale:

St George's School is committed to promoting equality and has high expectations of all students. As such, we expect all students irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010 to do their best to achieve the highest level of personal achievement. In return, the school will ensure that there is equality of access to all aspects of school life and that every staff member will be a good, positive role model in his/her approach to all issues relating to equality of opportunity.

Beliefs and Values:

At St George's School, we are committed to providing a sufficiently challenging curriculum for all of our students. We believe that all of our young people are entitled to an education that will enable them to develop their full potential, finding appropriate challenge within the learning environment and acknowledge that there will be more able students in every year and peer group.

We recognise that all students have individual needs, and place personalised learning at the heart of our teaching. In addition to this, we will provide opportunities to identify and in turn nurture those who are more able in their abilities.

1. Definition:

Most Able refers to students who achieve, or have the ability to achieve at a level above expectation in one or more of the curriculum subject(s).

The following areas have been identified as being the main areas of ability:

- **Intellectual** (aspects of English or Mathematics).
- **Physical Talent** (P.E, sports, games, dance)
- **Visual / Performing Abilities** (Dance, movement, drama, singing, linguistic skills);
- **Practical** (Mechanics, Design Technology, construction, object assembly and disassembly);
- **Outstanding Leadership** (Organisational skills, outstanding team member, ability to lead others);
- **Social Awareness** (Personal and Interpersonal skills, sensitivity, empathy);
- **Creativity** (Art, Design, Textiles, Music).

1.2 Points of consideration:

We will ensure as a school that there is in place for all of our students:

- Effective base lining upon entry to St. George's School;
- Effective transition into and out of the school, ensuring continuity of progress;
- High expectations of all students;
- We will nurture high ambition and provide learning pathways to enable students to work towards their future aspirations;
- Regular monitoring of outcomes versus evidence between teaching staff and senior leaders;
- Monitoring of quality first teaching through book scrutiny, learning walks, observations and moderation meetings;
- Streaming of students where appropriate and use of mastery approach to learning to promote high outcomes for all;

- Provision of further assessment and interventions- students are able to self- refer;
- Staff who can identify their most able students and who can evidence the use of mastery tasks within the class and across the curriculum, as well as the provision of bespoke opportunities;
- Ability to use both quantitative and qualitative evidence to prove impact and progress for all learners as well as those who are most able.

2. Identification of Most Able

Before identifying any young person as able in a particular area, we aim to ensure that all young people have had the opportunity to learn and succeed in this area. This makes the identification process fair.

- We agree with the principle that there is no perfect instrument for identification and will use a range of qualitative and quantitative elements to identify most able students.
- Identification and provision will be inseparable and will form a continuous cyclical process.

2.1 We use a range of strategies to identify more able and very able students. The identification process is ongoing and begins when the student joins our school and involves staff, students, parents and carers. Data taken into account will include:

- Information from parents and carers.
- Information from previous teachers, previous school records, external organisation or agency.
- Discussions with students
- Ongoing assessment using open/ differentiated tasks and subsequent data analysis.
- Identification from specialist teachers.
- Teacher assessment and collation of evidence, which is then presented in a moderation session with a member of the senior leadership team.

2.3 It is worth remembering that most able students can be:

- Good 'all-rounders';
- High achievers in one or more areas;
- Of high ability but with low motivation;
- Of good verbal ability but with poor writing skills;
- Very able but have a short attention span;
- Very able but have poor social skills;
- Keen to disguise their abilities.

3. Provision for Most Able students

Within the special school setting for students with severe and complex/moderate and complex learning needs, age-expected attainment is not a method that is suitable to assess if a young person is the most able. As cohorts needs change, a student who is the most able in one year group may be superseded by students in the year below when another cohort joins the school. Therefore, opportunities for mastery and enrichment are built into all our schemes of work. During provision review we will look at incoming and current cohorts and ensure that the curriculum takes into account the full range of learner needs within the school at that time.

St George's will maintain a register of most able students for each academic year. The register will be made available to all staff to ensure that opportunities for cross curricular challenge and development of skills in a given area are actively promoted where possible in all areas. Progress of students on the register will be closely monitored.

Types of provision

3.1 School based provision

- Quality First Teaching;
- Curriculum review and on-going bespoke individual opportunities;
- Fast tracking of opportunities;
- Enrichment opportunities such as community projects, visits, visiting speakers and Skills for Learning (as Covid restrictions allow)
- Opportunities for performance;
- Artists in residence/liasing with local artists and local providers;
- Specialist teaching;
- Partnerships with other secondary schools and other educational establishments.

3.2 Out of school provision

- National schemes / competitions / festivals;
- Provide parents with information to encourage them to support their children outside of school.

3.3 Monitoring provision

- Quantitative methods;
- Qualitative methods;
- Monitoring via senior leadership team;
- Monitoring between all agencies involved, e.g. students, their family, school, any external provider;
- Student involvement in target setting.

4. Sample register.

Student's name:	Year	Class	Area of strength/reason for identification	Additional provision	Where received	Impact
DH	10	10A	P.E	Early access to Sports Leaders	School	Improved self esteem
FS	9	9A	Design Technology	Additional Woodworking sessions	School/ Mulberry Wood Turnery	Increased motivation and attendance

JW	12	6 th Form 4	Performing Arts Singing/Acting	Christmas show. Increased challenge in lessons. Increased opportunities for role play, singing.	School/ Apollo Theatre/V irtual theatre	Fewer incidents of negative behaviour recorded on CPoms
----	----	------------------------------	-----------------------------------	---	---	--

Appendix 1

Covid – 19 implications.

During the Covid-19 pandemic and local restrictions, which have been put in place through much of the year, opportunities for our students to have access to community learning and activities have been severely hampered.

This has also had an impact upon the ability for us to host workshops, visiting speakers and mentors and put on whole school performances.

However, as a school we are adapting our practice so that wherever possible alternative provision can be accessed through online activities and workshops.

We are also making use of online platforms such as Zoom and Google Meets to enable us to host virtual events online.