



OAKLANDS CATHOLIC SCHOOL **AND** **SIXTH FORM COLLEGE**

With delegated responsibility from the
Edith Stein Catholic Academy Trust

MORE AND MOST ABLE POLICY

APPROVED BY TEACHING AND LEARNING COMMITTEE	January 2025
SCRUTINISED BY SENIOR LEADERSHIP TEAM	January 2025
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MEMBER OF STAFF RESPONSIBLE	Deputy Headteacher
STATUTORY / NON-STATUTORY	Non-Statutory



Community

Unity



Opportunity

Policy Amendments

Version Date	Section / Page	Amendments
January 2025	4.1 iii / Page 5	Feeder schools asked to provide list of More and Most Able students at transition
	12.4 / Page 11 12.5 / Page 11	New paragraphs
January 2022	5.3 / Page 6	Addition of Adaptive Teaching to Personalised Learning
	6.1 / Page 7	Use of Catch-Up Funding

“There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work.”

1 Corinthians 12:5-6

1.0 Mission Statement

- 1.1 Within our Christian family we strive to achieve the highest standards by creating an environment that is conducive to:
- encouraging the realisation of potential and personal qualities
 - celebrating the gifts and talents of every individual
- 1.2 Our commitment to identifying and meeting the needs of More and Most Able students stems from our principles of:
- Community, Unity, Opportunity
 - Equality and inclusion.
 - Our commitment to both excellence and equity.
 - Every student achieving their potential, regardless of gender, race or disability.

2.0 Aims

- 2.1 We at Oaklands Catholic School believe that all pupils should have the opportunity to achieve their potential in accordance with the school’s vision. This policy focuses on the provision for pupils who are deemed to be More and Most Able. To provide opportunities which will develop, deepen, broaden and enrich these students’ present interests and future potential.
- 2.2 We will ensure More and Most Able students will achieve their potential through:
- (i) Access to a curriculum which is challenging in terms of balance, breadth and depth, and which is structured in such a way that students can achieve ambitious aspirational targets through programmes of study that facilitate higher order skills.
 - (ii) Providing opportunities for students to develop specific skills and talents e.g. academic, musical, sporting and social.
 - (iii) Appropriate extracurricular activities, e.g. school clubs, enrichment days and residential experiences.
 - (iv) Providing stimulating learning experiences for all students that encourage independence and autonomy, and support pupils in using their initiative.
 - (v) Encouraging students to reflect on the process of their own learning and to understand the factors that help them make progress.
 - (vi) Fostering the development of a well-rounded and balanced individual, both intellectually and socially.
 - (vii) Encourage students to be open to ideas and initiatives presented by others, thus promoting the importance of citizenship and collaboration.

3.0 Definition

- 3.1 More and Most Able (M&MA) children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).
- 3.2 Some More and Most Able pupils may be intellectually able but also appear on the Special Educational Needs (SEN) register for behavioural, literacy or physical difficulties.
- 3.3 Provision for More and Most Able pupils can act to counteract disadvantage. Direct intervention is particularly critical for pupils from disadvantaged backgrounds to enable them to make full use of their abilities and to raise their aspirations accordingly.
- 3.4 There is no national definition of 'most able' for schools to use in their tracking of pupil groups. Schools should develop their own methods of identifying and assessing these pupils. Ofsted acknowledge that the definition of 'most able' depends on the school and its context.
- 3.5 At Oaklands we have adopted an inclusive definition of More and Most Able, gifted and talented to include the wide spectrum of human talents and abilities; recognising multiple intelligences rather than just academic strengths, acknowledging that these can emerge at any time during a student's secondary school career.
- 3.6 A **gifted** student is defined as one with spontaneous ability and/or aptitude. There is a very small group of gifted students in the school and for these students specific personalised programmes are needed to ensure that they remain stimulated and engaged.
- 3.7 A **talented** student is one who has high achievement and/or performs to a high standard. There is a much larger group of talented students in the school and these students require differentiated work to stretch them.
- 3.8 A student who is more or most **able** student is one who has the potential for high achievement but may not be fulfilling that potential due to lack of motivation or other circumstances.

4.0 Identification and Monitoring

- 4.1 A number of methods will be used to identify and monitor More and Most Able (M&MA) students:
 - (i) Achievement in SATs Tests in Year 6 (where taken), end of Key Stage 2 Teacher Assessments, Year 7 CAT tests, Year 9 Core Subject Levels and GCSE in Year 11. The results of these tests will be incorporated within department records and used as evidence of high achievement and potential achievement.

In general students will be considered M&MA if they:

 - a. Achieve a scaled score of and 115 above in Year 6 SATs / end of KS2 teacher assessment.
 - b. Achieve high grade A in Year 9 in a range of subjects
 - c. Achieve grades 8 or 9 and above in most subjects taken at GCSE.
 - (ii) CAT Scores

Students achieving a Mean CAT of 120+ will be considered More and Most Able students. Students achieving an individual discipline score of 129 in CAT tests will also be considered able. Note should also be taken of the Verbal and Quantitative Score in relevant subject areas.

- (iii) Identification by Feeder Schools
As part of information sharing at transition, feeder schools are asked to provide a list of M&MA students with relevant comments as appropriate. This information is particularly important for students identified as being talented and excelling in areas requiring visio-spatial skills or practical abilities, such as in games and PE, drama, or art.
- (iv) Information from Parents / Carers
The school will accept information from parents or carers relating to a child's particular gift and talent, and where appropriate will make possible provision for the encouragement and development of that ability within the reasonable expectations of the curriculum and school resources.
- (v) Peer referral
- (vi) Self referral
- (vii) Referral by other individuals or organisations
- (viii) Identification by psychologists
- (ix) Teacher referral

4.2 **Able Student Register**

A central register of students is established with their CATs and SATs (where provided) scores. M&MA students must also be identified for PLASC (Pupil Level Annual School Census). The M&MA Student register will be stored electronically to enable ease of staff access in the Staff Only folder, on 4Matrix and on ClassCharts.

4.3 **Monitoring**

The school will specifically monitor more and most able students

- (i) Subject Teacher/Department Teams
Regular monitoring, at the time of progress reviews and reports, of the work of M&MA students should occur guided by the Head of Department. Progress is also monitored in the annual Examination Review with the Headteacher and Line Manager.
- (ii) Tutor/Pastoral Team
The tutor should be aware of the M&MA students in the tutor group and the possible pressure they are under. The Year Head, particularly at the reporting stage, should monitor the progress of M&MA students, including the possibility of underachievement due to a range of factors. Tutors should pay particular attention to the attendance of M&MA students, bringing forward any patterns of absence or stretches of absenteeism that may reveal issues in certain curriculum areas, or a wider issue of aversion to school due to the demands and pressures of their high abilities.
- (iii) Parent Consultation Evenings
Subject staff should, where appropriate refer to students as More and Most Able during consultation evening and report progress and attainment against expectations appropriate for M&MA students.

- (iv) Specific attention will be paid to the relative performance of specific groups of students for example boys and girls, PP against non PP.

Where the attainment, performance or learning behaviour of a Gifted talented or students gives cause for concerns then the school will intervene. This could include the use of an academic mentor or specific tutoring form a senior member of staff.

5.0 Strategies for Teaching

The following are not exclusively for M&MA students.

5.1 Setting by Group

A number of departments will set to allow M&MA students to progress at an appropriate level.

5.2 Setting within the class

In mixed ability classes students can be grouped by ability to allow appropriate work to occur.

5.3 Personalised learning and Adaptive Teaching

M&MA students should be set work which is appropriate to their level. This can mean:

- (i) use a variety of forms of differentiation in their teaching
- (ii) planning for the use of higher order learning skills in their teaching
- (iii) planning for different learning styles
- (iv) set higher expectations than would be expected for other students
- (v) setting work that may lead to a different examination, or entry at a higher level than normal
- (vi) giving time for the exceptionally M&MA students to extend or complete work if they need it
- (vii) set homework which is challenging for the exceptionally M&MA

5.4 Within the classroom

The learning culture should:

- (i) Be student centred, valuing and utilising students' own interest and learning styles
- (ii) Encourage the use of a variety of resources, ideas, methods and tasks.
- (iii) Provide a secure learning environment where risk taking is valued.
- (iv) Provide a challenging learning environment allowing students to access the higher-order thinking skills.
- (v) Involve students in working in a range of settings and combinations: as individuals, in pairs, in groups, as a class, cross-year and cross-school.
- (vi) Encourage students to ask questions of themselves, of their peers, of adults, and of ideas.
- (vii) Use target setting and academic mentoring that involves students in their own learning and progress.
- (viii) Celebrate creative and original thinking
- (ix) Ensure that homework extends the learning of the individual pupil, encouraging independence and self-motivation.

6.0 Out of Class Activities

6.1 Provision for the most able will include:

- School clubs which extend and widen the curriculum
- Enrichment activities through events such as enrichment days or residentials
- Drama, Musical and sporting opportunities
- Department facilities open to students out of class contact time.
- Leadership of a number of activities by Sixth Form students, including vertical student mentoring by M&MA Sixth Form students of M&MA students in KS3 and 4 through department project activities. Catch up funding may be used to target M&MA learners for undergraduate tutoring.

6.2 The school will also communicate and reinforce to the parents of M&MA children their role as primary educators. Parents will be encouraged to embrace and display a positive attitude to their child's gifts and talents as a means of creating a sense of pride and ambition in their child.

7.0 Personal and Social Education

7.1 M&MA students have the same range of emotional needs as other students. In addition their very ability can produce stress from the demands for both achievement and how their ability is viewed by their peer groups.

7.2 We strive to achieve an ethos within the school which values positive and purposeful learning and willingly accepts the high ability of students. Teachers and tutors need to be sensitive to the needs of the most M&MA and give them no less attention than other students.

8.0 Resources

8.1 Department

Each department should ensure that part of its budget should be allocated to providing resources for M&MA students, or that resources purchased have the capacity to challenge and stretch the most M&MA students.

8.2 ICT

All students need to feel confident in the use of ICT and have access to an appropriate range of software. Show My Homework and any online learning resources should be used as a means to engage, stretch, challenge and motivate the most M&MA students.

8.3 Library

Close liaison is required between the school librarian and department to ensure that the library stock is updated at regular intervals with appropriate resources.

9.0 Responsibilities of Staff

9.1 SLT Assistant Headteacher and M&MA Lead Teacher(s)

- (i) Will have overall responsibility for coordinating the needs of the M&MA students.
- (ii) Will be accountable for the performance of More and Most Able students
- (iii) Will brief the Head and appropriate staff on new initiatives and approaches to the needs of M&MA students.
- (iv) Will liaise with relevant outside agencies.
- (v) Will liaise with HoDs and HoYs to monitor the work of Departments and the pastoral care of Year Teams regarding the needs of M&MA students, and to develop effective pedagogy, assist in identifying pupils and respond to teachers' training needs.
- (vi) Will coordinate the drawing up of the M&MA Child Register and regularly monitor the students on it.
- (vii) Will update documents detailing M&MA Identification and Provision for parent information available through the school website.
- (viii) Will indicate, monitor and record enrichment activities in the school.
- (ix) Will liaise with feeder schools in conjunction with HoY7 in identifying M&MA students on the point of intake.
- (x) Will identify in conjunction with the school's CPD Coordinator, appropriate inset for staff.
- (xi) Will monitor resource provision for the above students and advise SLT on the financial and practical implications, and work with school leadership to raise standards of learning for More and Most Able pupils, create a climate of good learning and contribute to school evaluation.
- (xii) Will work with students to ensure their views are heard and acted upon.

9.2 Heads of Department

- (i) Will identify M&MA students in the department through the use of the M&MA register.
- (ii) Ensure that schemes of work allow for adaptation in both class and homework, to ensure that M&MA students achieve their potential and develop higher order skills in their subject disciplines.
- (iii) Will arrange for a periodic check on the progress of M&MA students, particularly prior to a Parent Consultation Evening.
- (iv) Ensure that there are appropriate resources to stretch and challenge M&MA students in a way that will motivate them and develop independent learning skills.
- (v) Will research and organise subject specific excursions where appropriate to stretch, challenge and inspire M&MA students within the fields of their particular abilities.

9.3 Subject Teaching Staff

- (i) Will ensure that M&MA students who are identified by data and information are marked as such on class lists, and are set appropriately challenging and aspirational targets.
- (ii) Will make HoD aware of M&MA students in their subject disciplines who may not fall into the usual categories determined by CAT scores.
- (iii) Will ensure that appropriate extension and enrichment activities and learning experiences are followed by M&MA children as per scheme of work, and will respond to constructive student voice contributions in determining learning strategies for M&MA students. These extension and enrichment activities should also be used as aspirational stimuli for students not on the M&MA register as a means of raising the progress and achievement of all students within a group. Subject teachers may also, where appropriate, encourage a M&MA student to peer mentor fellow students as a means of encouraging higher achievement for as many as possible, and providing for the M&MA student a sense of pride and contribution stemming from their abilities.

- (iv) Will closely monitor the work of M&MA children in the light of their needs and potential, raising concerns to HoDs in the case of possible underachievement by M&MA students.
- (v) Will record the progress and achievement of M&MA students as a means of ensuring that each M&MA student performs at a level which will lead to added value for even the most M&MA of learners.
- (vi) Will make every effort that More and Most Able children are provided with a positive image
- (vii) Teacher observations will embrace
 - Intellectual development: student's level of functioning in all areas of the National Curriculum. Particular learning problems will be highlighted
 - Social/Emotional and Behavioural Development: attention will be given to the student's behaviour, maturity, self-image, relationships and social skills. Teachers will also consider a student's attention span, adaptive skills, speed of work and organisational skills
 - Physical development: the student's physical health, sight, hearing, speech, gross and fine motor skills
 - Interests and hobbies: provide an important insight - does the child prefer solitary or group pastimes, are they active or passive?
 - Observations of other professionals, within and beyond the school
 - Information from outside clubs and activities
 - Records from previous schools
 - Identification by Educational Psychologists

Teachers will be open-minded about anticipated characteristics of 'gifted/high ability' children and avoid stereotype labelling

9.4 **Form Tutors**

- (i) Will be aware of and identify M&MA students in their tutor group and support the M&MA student to formulate their personal GTA Action Plan.
- (ii) Will be aware of and respond to the pastoral need of M&MA students in the tutor group, both in dealing with the pressures that may be placed on M&MA students, and addressing concerns of under achievement by M&MA students.
- (iii) Will review students progress at progress reviews and comment on reports in the light of the students potential ability.

9.5 **Head of Year**

- (i) Will monitor and evaluate the effectiveness of the Pastoral Care Support for the M&MA students in the year.
- (ii) Will monitor progress of M&MA students at Progress Review Meetings and through Reports.
- (iii) Will liaise with the M&MA Lead Teacher on the needs of M&MA students in the Year.

10.0 **The Needs of More and Most Able Students**

10.1 **Emotional and Social Needs**

Gifted/talented pupils need to :

- Have a secure environment
- Be acknowledged as an individual, recognising their strengths as well as weaknesses
- Be protected from undue pressure to succeed from parents or teachers
- Be protected from adverse peer group attention
- Be helped to deal with failure
- Feel valued for themselves

- Receive lots of praise and recognition
- Be allowed to progress at an appropriate rate
- Be involved in negotiating and setting targets
- Be involved in evaluating their own progress
- Relax and have fun
- Learn how to co-operate and how to access support, help and advice
- Know how to relate to others and value them for their different skills and abilities
- Learn to work together in a team and co-operate with others

10.2 **Emotional and Behavioural Difficulties**

- Self-esteem enhancement is at the very heart of provision for gifted pupils. All staff must adopt teaching strategies which encourage the development of mutually supportive relationships between pupils, staff and parents.
 - It is easy to assume that all exceptionally M&MA children stand out and are M&MA to develop confidently. Intellectual potential and positive social skills do not always go hand in hand. From an early age many bright children have been frustrated and misunderstood, have considered themselves different and have blamed themselves for this difference. Many can be vulnerable to :
 - Low self-esteem
 - Poor study skills
 - Social isolation
 - Victim or perpetrator of bullying
 - Problems with concentration
 - Developing their own private world
 - Gifted children may sometimes underline their intelligence by a peculiar, even disruptive, behaviour pattern. The school recognises the importance of an effective pastoral system in supporting these children.
 - The school aims to :
 - Detect exceptionally M&MA children who have become troublesome or transparent, and expose their latent talent
 - Create an environment where everyone develops an attitude of care, respect and responsibility for the worth of others
 - Behaviour problems may be :
 - Conduct problems - aggression, disobedience, truancy
 - Emotional problems - anxiety, misery, depression
 - Weak general progress - poor concentration, task avoidance strategies, distractible behaviour
- Early identification and intervention of emotional and behavioural difficulties are important.

11.0 Inset

11.1 Regular inset on the needs of M&MA students should be provided through:

- The programme for NQTs and new staff to the school to include a unit on the needs of the M&MA student.
- Buying into relevant courses for appropriate staff.
- Use of professional days.

12.0 Review and Development

- 12.1 The success of this policy will be assessed by
- (i) The student making progress in their area of strength
 - (ii) The student feeling part of the class on an emotionally secure and behaviourally acceptable level.
 - (iii) Teaching staff feeling that they are supported in the identification of and provision for More and Most Able students.
 - (iv) The existence of a flexible, whole school register of More and Most Able children.
 - (v) Increased opportunities for the whole education of More and Most Able children throughout the full school curriculum.
- 12.2 The effectiveness of putting this policy into practice will be annually reviewed by a small working group selected by Heads of Department/Year in conjunction with the Coordinator for M&MA students. The review will be reported and discussed at Heads of Department meeting prior to the SLT drawing up the School Development Plan.
- 12.3 The needs of the M&MA student will be incorporated into the School's Development Plan.
- 12.4 Oaklands Catholic School have introduced an approach called Equality Impact Assessment (EIA). This is a systematic way of considering the effect that a policy (or proposed policy), service or strategy will have on different groups.
- 12.5 Policies and other documents that come to the Equalities and Diversity Committee have been Equality Impact Assessed and the committee will have made amendments accordingly.