



MEETING THE NEEDS OF MOST ABLE STUDENTS	
Last reviewed - Autumn 2018	Date of next review Summer 2020
HEADTEACHER	Author: SAHT

MEETING THE NEEDS OF MOST ABLE STUDENTS

Worthing High School will identify and provide for the specific and special needs of most able children including able and most able.

We recognise that students may possess exceptional talents or skills in one or more of a range of ways, including exceptional academic ability, specific aptitude in a subject, especially creative or productive thinking, leadership qualities, ability in creative or performing arts and sporting ability.

We will ensure that such students are able to develop, enjoy and celebrate their talents to the full within a supportive and appropriately challenging environment.

What do we mean by “Most able Students”?

It is recognised nationally that some children demonstrate exceptional ability in, for example, certain subjects, creative or productive thinking or in qualities of leadership. We use the following criteria to identify most able students.

- The aim is to identify “at least” 10% of the student population as “Most able” which translates into 100 students or twenty-five per year group.
- The prime source of data for most able students will be Cognitive Ability Tests scores taken in Y8, National Curriculum assessment results from Key Stage 3 together with teacher recommendation.
- The initial list will be prepared each September by the Lead Teacher for Most able based on the first two data areas listed above as follows:
 - A Cognitive Ability Tests score of 120 and above
 - Key Stage 3 average score of 20 including Level 6 English
 - A Level 8 score in one subject at Key Stage 3
- This list will be distributed to Staff for modification and the addition of “talented” students in creative and performance arts subjects.

If a child is thought to be someone who would benefit from the scheme, we will contact parents/carers.

It is essential that most able students are stretched and that we have adequate provision and resources to support this.

What provision is made?

Departments

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 the School Policy for the most able students as outlined below:

- a) **by enriching the curriculum** - this will mean including content only accessed at the very highest level or not normally covered as part of the National Curriculum
- b) **by setting appropriately pitched work** - an investigative or enquiry approach encourages the child to find and solve problems, calling upon much higher intellectual skills.
- c) **by employing flexible learning techniques** - faculties have made full use of the intranet, websites and other resources aimed at enhancing the opportunities for independent learning.
- d) **by widening the learning environment** - within the classroom and working with their normal teacher a certain level of stimulus is possible. However, if this is widened to include some of the following, a more stimulating environment is achieved;
 - Contact with other adults, including artists, curators, industrial mentors;
 - The use of national competitions, debates, master classes and lectures at local universities (the school is well represented at county organised enrichment courses for most able students).

Some of these approaches give students the chance to work with other students of similarly high ability and this is of considerable benefit.

Key Stage 3

In Key Stage 3 most able students are able to attend the 'Think Tank' which promotes deeper thinking and problem solving. They will be given opportunities to attend local universities and receive talks which will stimulate discussion.

Key Stage 4

In Key Stage 4 most able students will benefit from trips to Oxford University and Cambridge University. Students sample a taste of university life in two colleges by enjoying guided tours, meeting students and academics and by taking part in a formal tutorial. This prepares students for the process of applying to universities and enhances their aspirations to succeed academically.

The 'Right' Environment

The school as a whole seeks to develop a culture of high expectations, purpose and the celebration of academic success. With such an environment we are confident that our 'most able' students will be stimulated and stretched.

Next Review: Autumn term 2020