



THE Boswells SCHOOL

Gifted Talented and Most Able Policy

The Boswells School is committed to giving every student the opportunity to fulfil his or her potential.

A member of the Chelmsford Learning Partnership

Committee Responsible	Local Governing Body
Lead Staff Member	Deputy Headteacher (Teaching Learning and Progress)
Approved by	Local Governing Body
Date Approved	10 th March 2020
Version	3
Review Date	Spring 2022
Internal/External	External

THE BOSWELLS ACADEMY TRUST – MORE AND MOST ABLE POLICY

The Boswells School is committed to giving every student the opportunity to fulfil his or her potential. This includes those who display a particular gift or an exceptional talent.

Definitions

The school define the terms 'More' and 'Most Able' as:

A student who "has the capacity for" or "demonstrates" high levels of performance in one or a range of academic subjects.

And/or

A student with a specific ability (generally in a non-academic area).

And/or

A student that meets certain data benchmarks.

Identification of More and Most Able Students

The 'Most Able' students at The Boswells School are those that join us in Year 7 with average KS2 a scaled Key Stage 2 score of 110 or higher.

And/or

By having achieved a GCSE average score of 7.3 or higher

These students can be identified using a variety of methods. It could involve elements of the following:

- Assessment Results
- Teacher Nomination

As far as Assessment Results are concerned, baseline data offers a useful starting point to identify More and Most Able students in the form of:

- Key Stage 2 English and Mathematics Results
- Cognitive Ability Tests (especially non-verbal)

The prospective Head of Year and Pastoral Manager for Year 7 are actively involved in liaising with feeder primary schools so the needs of the Most Able can be met at the earliest possible stage.

Students can be identified as More and Most Able at any stage during their school education.

Provision for the More and Most Able Students

The Boswells School aims to:

- ensure access to a balanced range of learning experiences within the curriculum, giving opportunities for students with different interests
- identify students at an early stage so their needs can be met
- involve and engage parents to support their child's education
- monitor the progress of students at a class, departmental and whole school level and act accordingly where students are in danger of underachieving

We believe it is important to:

- develop an ethos where it is cool to be clever
- provide work at an appropriate level
- encourage all students to be independent learners
- recognise and celebrate achievement
- provide a range of extra-curricular activities
- provide opportunities for students to work with like-minded peers

Opportunities for extension and enrichment are built into all of our Faculty schemes of work. This reflects the fact that most of the opportunities to extend and develop the Most Able students will inevitably occur in normal lessons.

We always look to challenge our More and Most Able students. Activities are differentiated to challenge these students. He or she may be given different work, not 'more of the same'. In some circumstances, for example, it may be appropriate for these students to take a lead role in activities such as group work, demonstrating higher order skills and knowledge.

Provision within the classroom

Important strategies include:

- varied and flexible grouping within a class;
- provision of opportunities for more able students to work with students of similar ability,
- which will mean that it is sometimes appropriate for students to work with older students;
- mentoring and additional provision for students of exceptional ability;
- the provision of enrichment/extension activities and tasks;
- differentiation within subject areas;
- setting clear and challenging targets;
- asking higher-order questions which encourage investigation and enquiry;
- teaching thinking skills in a subject context, e.g. problem-solving, decision-making;

- facilitation of independent learning by allowing students to organise their own work in their own way, to carry out tasks unaided using their own strategies, to evaluate their work and become self-critical.

Every teacher is aware of the More and Most Able students in his or her class and takes these students into account when planning their lessons.

Appropriate resources will be made available to ensure these students receive the support they require.

Each individual Faculty will look for opportunities to offer their More and Most Able students enrichment activities. This may be through lunchtime and after school clubs or external trips.

Monitoring and Evaluation of More and Most Able Students

All students, including the More and Most Able, are subject to the school's normal monitoring and review procedures, such as interim reports.

Each Faculty keeps a record of the More and Most Able students and is responsible for monitoring their progress and intervening where there is underachievement.

The Head of Year is responsible for overseeing the progress of More and Most Able students in their year group.

Intervention can be, for example, through contact with parents or through the school's tutor mentoring scheme.

Responsibility for Identification and Provision

Heads of Faculty and Heads of Subject

- to prepare and share subject-specific criteria with subject staff and More and Most Able Co-ordinator
- to identify students who meet the criteria and pass these names on to the More and Most Able Co-ordinator
- to ensure provision of schemes of work those contain enrichment/extension material for More able / exceptionally able students and monitor this provision on a classroom level

More and Most Able Co-ordinator

- to monitor the provision for such students
- to evaluate the progress made following data drops
- to find opportunities to further engage and stretch out Most Able students e.g. The Brilliant Club, CREST Awards etc.

Acknowledgement and Celebration

It is important to celebrate and enjoy the achievements of our More and Most Able students. We do this through:

- the school's reward system
- acknowledgement in assemblies
- the school's parents' weekly bulletin, school magazine or local press
- annual Presentation Evening

Complaints Procedure

Any complaints are investigated through the School's published complaints procedure.

Staff Training

Staff training needs are identified through each Faculty's development plans generated through the Faculty review process. Internal training focussing on improving provision for the More and Most Able in the classroom is made available to all staff when appropriate.

Parents' Role

Consultation with parents is on, at the very least, an annual basis and more frequent when appropriate. Students' progress is always enhanced where their parents are active partners in the education process.