



Regents Park Community College

Academically Most Able Statement

Policy updated: July 2021

Policy ratified at: July 2021

Policy signed by: Chair of Governors

Policy to be reviewed: July 2022

Non-Statutory

1. Philosophy and Rationale

At Regents Park Community College, we believe in the importance of providing appropriate learning experiences for all students of all abilities. Our aims are:

- To identify the Academically Most Able students
- To address the needs of the most able through providing support and teaching which makes their learning challenging, engaging and enables them to reach their full potential
- To provide enrichment activities outside the classroom
- To support self-reliance and independent learning
- To raise aspirations for all Academically Most Able students
- To liaise with parents of Academically Most Able students.

2. Definition of Academically Most Able

There are many definitions of Gifted and Talented/Most Able, Academically Most Able students The Department for Education defines students in this category as: “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).”

These titles, however are expected to refer to the most able 5-10% of the students population.

Within Regents Park Community College, we realise that we have a number of students who are Academically Most Able. We have therefore defined being Academically Most Able as having a scaled score of above 110. These students will subsequently be expected to strive to achieve the highest Attainment 8 scores.

3. Identification

The Academically Most Able students are identified through various sources of information including:

- Initially through scaled KS2 scores
- First data input from all staff
- Identification/recommendation by staff

4. Provision

In-class Approaches

Important strategies include:

- The management of student grouping (whether mixed ability or ability sets)
- The provision of opportunities for the Academically Most Able students to work with others of the same ability
- The mentoring and additional provision for the most able students
- The provision of enrichment/extension tasks which develop learning
- Further appropriate differentiation, taking into account different learning styles

- The development of independent learning through Assessment for Learning strategies to allow students to organise their work, carry out tasks unaided, evaluate their work and become self-critical
- The provision for the Academically Most Able students in lesson planning
- Encourage students to strive to achieve grades 7-9 in all subjects at GCSE

Out of Class Activities

The following activities are offered on a regular basis and, although they sometimes benefit all students, they are particularly apt for those who have potential in certain areas as they provide opportunities to practise and extend their skills further:

- Enrichment visits
- Residential experiences
- Musical and sporting activities
- National competitions
- University visits
- Relevant work experience
- Walking Talking Mocks - Academically Most Able

5. Roles and Responsibilities of the Parents

- Encourage and develop high aspirations
- Encourage the participation in activities and programmes aimed at the most able.
- Attend and support parental events which are intended to maximise student outcomes.
- Participate in interventions and packages for underachievement – where appropriate

6. Roles and Responsibilities of the school

- Ensure the AMA policy is implemented
- Monitor the program of the AMA student
- Ensure that there is regular CPD for all staff on meeting the needs of AMA
- Liaise with parents regarding AMA opportunities and other issues
- Support Curriculum Leaders in planning for their AMA
- Liaise with TRUST schools to ensure a successful transition
- Update the Governing Body of the provision for AMA
- Keep informed of latest developments and the national picture

7. Roles and Responsibilities for the Heads of Years

- Monitor the progress of AMA students in their year group
- Coordinate opportunities for appropriate intervention, extension and enrichment opportunities
- Liaise with other Middle Leaders and the Leadership Team regarding AMA provision

8. Roles and Responsibilities of Teachers and Curriculum Leaders

- Review provision in curriculum maps for opportunities to add challenge and extend learning
- Use strategies to aid those students identified on AMA
- Research additional experiences that would benefit the students
- Monitor program of AMA through curriculum area progress meetings and intervene where necessary

This policy will be reviewed on an annual basis by the Senior Leadership Team.