Regents Park
Community College

Academically Most Able Policy

Policy updated: 14.07.2020
Policy ratified at: 14.07.2020
Policy signed by: Mr Davenport
Policy to be reviewed: 01.09.2020
1. Philosophy and Rationale
At Regents Park Community College, we believe in the importance of providing appropriate learning experience for all students of all abilities. Our aims are:

- To identify the Academically Most Able students
- To produce a register of named 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).”

Although these titles 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. Threshold for inclusion onto the Academically Most Able Register
The register is to be reviewed at the end of each year and only the top 5-10% highest achievers will be included. After every data entry students falling below the top 5 – 10% in the year group will be mentored in order to help them attain their place on the register.

5. 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 7-9 scores 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

6. Parents

The parents of every student on the Academically Most Able Register will be informed of their child’s inclusion and that:

- Their son/daughter will be asked to participate in activities aimed at the most able
- Parents will therefore be kept informed of the activities that are taking place in Regents Park Community College and be able to keep track of their child’s participation.
- In some cases, it might be necessary to inform parents that their child is a gifted underachiever or that he/she is being monitored to develop good study practices.

7. Roles and responsibility for AMA coordinator

- Ensuring that the policy is implemented
- Coordinating the monitoring of progress
- Ensure that the professional development programme includes relevant aspect of provision for the Academicals Most Able and delivering CPD where necessary
• Working with relevant parties to monitor and update the register and putting information on SIMS
• Liaising with parents on Academically Most Able issues
• Supporting Curriculum Leaders in planning for their Academically Most Able learners
• Liaising with partnership school to ensure successful transition
• Keeping the governing body informed on work with provision for the Academicals Most Able
• Attending externally run courses to remain informed of the latest developments

It is the role of the Curriculum Leaders along with class teachers to:
• Review provision in the schemes for earning
• Use strategies to aid those students identified as Academically Most Able
• Research additional experiences that would benefit the students
• Monitor progress of the Academically Most Able through Faculty Progress Meetings and intervene where necessary
• This policy will be reviewed on an annual basis by the AMA coordinator in conjunction with the Line Manager and Headteacher.

Date to review: September 2020